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This document catalogues graduate opportunities specifically for black students in 1969-70 at 42 universities, 96 additional graduate departments (social sciences, natural sciences, mathematics, and humanities), and 111 additional professional schools (particularly social work, education, law, medicine, theology, business, and library science). Over 100 related programs and opportunities also appear, such as graduate support for black veterans, postbaccalaureate or fifth-year programs, summer study and work, national sources of financial assistance, and opportunities for other minority groups. Information compiled for the entries includes admission criteria for blacks, available financial assistance, possible waiver or deferment of application fee in cases of need, curriculum relevant to Afro-Americanism, available tutoring programs, and number of black students enrolled. A 15-item annotated bibliography on graduate education (general) is included. (Author/LP)

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Graduate Opportunities for Black Students

1969-1970

Booklets are available to undergraduate students (below cost) for $1.00, to other individuals and institutions for $2.00.
Send cash, check, or money order to:

GRADUATE OPPORTUNITIES FOR BLACK STUDENTS
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PREFACE

Graduate Opportunities for Black Students represents one effort to narrow the present gap in communications between graduate institutions and departments having policies favorable to black students, on the one hand, and the many undergraduates for whom these policies are intended who do not know about them, on the other. The booklet is made necessary in part by the largely decentralized (departmental) nature of graduate school admissions; few institutions yet have university-wide policies actively favoring the admission of minority group students. "Progress" on this issue has come unevenly not only to different institutions, but to different departments and schools within institutions.

Specific information was sought on the following institutional policies as they pertained to black students: availability of scholarship funds, criteria for admission, recruitment efforts, deferment or waiver of admission fee in cases of need, tutoring programs available on request, relevant curriculum, number of Afro-Americans in the student body, etc. (See the Appendix for an exact replica of the form on which information was collected.)

Much of the information came directly from graduate school officials; other opportunities were learned of indirectly. Included as having policies favorable to black applicants are:

* 42 graduate institutions with university-wide policies;

* 96 specific graduate departments
[that is, supplementing the first category above];

* 111 specific professional schools
[also in addition to university-wide policies]

*100-150 other related programs and opportunities:
fifth year programs, summer study and work opportunities, national sources of financial aid, graduate schools with low application fees, information on opportunities for black undergraduates and for members of other minority groups, etc.

Most of the material was collected through a largely informal network of contacts, typically involving someone who knew someone who knew of an "opportunity." Letters (which enclosed the information forms refered to above) were sent to all of the universities, departments, and professional schools that were, in one way or another, reported to be interested. Of 123 letters sent (admittedly unrandomly), 105 information blanks were returned; all of the responding institutions but one reported favorable policies--better than an 85% affirmative response. What started out as a "kitchen table operation" had quickly mushroomed into something quite a bit bigger.

While the booklet brings together in a single publication material that is not available elsewhere, it could not as a first effort hope to be comprehensive. Still to be done is a survey that includes all existing graduate opportunities-- for financially pressed students from other minority groups as well as for those who are black. Any particular information or potential sources of information on such opportunities, as well as general suggestions or criticism about the booklet as a whole, will be welcome.

The search for information this year was greatly aided by the willingness of many individuals to release information for publication which their respective organizations had collected (or were collecting). Mr. Martin Lehfeldt, Director of the Woodrow Wilson Teaching Internship Program, was helpful in many ways. Mr. John H. Chandler, Director of the Graduate Fellowship Program of the Danforth Foundation, and twenty-some Danforth Fellows across the country supplied information for the booklet; three Fellows canvassed a number of departments at their respective universities--Mrs. Ellen Wolf Barrett at the University of Washington, Mr. Herbert Lyon at the University of Michigan, and my husband, Jack Paynter (who did other things as well), at the University of Chicago.

Others who were generous in sharing information for publication are Mrs. Ruth Claus, Associate Director of the Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP); Dr. Roy K. Jarecky, University of Kentucky College of Medicine, and Dr. Davis Johnson, Director of the Student Affairs Division, Association of American Medical Colleges; Mr. Jon Smith, Fellow in the Graduate School of Business of the University of Chicago; Mrs. Virginia Frank and Mr. John Egerton, both of whom wrote booklets for the Southern Education Foundation that were themselves useful.

A number of Chicago-area persons gave generously of their time in providing information on opportunities for minority groups other than blacks: Mrs. Mirta Romerez, local director of Aspira; Mr. Wesley Martin, of the American Indian Center and the United Scholarships Service branch office; Mr. Henry Romero, Special Foreign Language Consultant to the Chicago Board of Education; Mr. George D. Scott, graduate student in sociology at the University of Chicago; and Mr. Clark Chipman, Student Financial Aids Division, regional U.S. Office of Education. Unfortunately, there are many more names of people who helped than can be listed here. All of this assistance notwithstanding, the errors that remain are mine alone.

The job was made easier by Mrs. Rosemary Hill, who did an arduous typing job well; and Mr. William Hameder of the Aires Press, Chicago, whose offset work was both fast and efficient.

Ultimately, the booklet owes most to the creators of the opportunities described within it. It is built upon the efforts of the now thousands of persons across the country--students, faculty members and administrators, most of them "anonymous"--who recognized a wrong and acted to right it. For me, the effort is most indebted to my former students at LeMoyne College (in Memphis, Tennessee), whose work and being convinced me of the very great need for an effort like this one.

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INTRODUCTION

Suggestions on Applying to Graduate School

Some hints on using this booklet: its basic format, classification of information, and editorial policy

A general principle underlying the compilation of information was that the booklet should not duplicate general information on graduate education available elsewhere, but should confine itself to supplementing this information with policies relating specifically to black students (where these existed). Students are referred, then, to books listed in the general bibliographies on graduate schools and financial aid (at the end of the Introduction), and, wherever possible, to particular graduate school catalogs, brochures, letters, etc.

In the entries that follow, only one piece of information is consistently of a general nature: the financial aid deadline. This datum, appearing at the end of each entry, is bracketed to indicate (1) that it is specific neither to particular departments nor to minority applicants; and (2) that it was obtained (by the editor) from a secondary source, Livesey and Robbins' GUIDE TO AMERICAN GRADUATE SCHOOLS. In many graduate schools, the deadline for financial aid applications is not the same as the general application deadline, which, when different, tends to be later; moreover, some graduate schools apparently do not adhere inflexibly to the financial aid deadline where minority group applicants are concerned (this is more likely to be the case when special funds have been allocated for black applicants). When a deadline has been missed, the prospective applicant can find out whether it would be worth his while to apply by writing to the contact individual listed in the booklet, enclosing a stamped, self-addressed post card for his response (and perhaps mentioning that he just became aware of the opportunity through this booklet). For more discussion of this crucial topic, see "A Final Word about Deadlines" at the end of the Introduction. In any case, please do not regard the bracketed deadline as the final word. Where information regarding the deadline is available through direct contact with the school or department in question, it should be used.

All of the individual entries have been categorized according to how the information was collected: "by direct contact" or "by reputation." "By direct contact" entries are (with one major exception; see below*) enclosed in quotation marks, signifying that the words are those of an official university source, usually the individual to whom applicants should address inquiries, requests for applications, etc. **

Editorial deletions from these statements are indicated by the use of ellipses (. . .); additions are enclosed in brackets ([ ]). In fact, few of the original statements have been altered. When editing was done, it was almost always for one of these reasons: brevity, avoidance of repetition, etc.; clarity; relevance (policies pertaining to minority group students only, not general program descriptions); and, in the cases of occasional additions, comprehensiveness of policy description.

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*The exception: entries for which the data was gathered in an interview (when it is simply reported, without either quotation marks or brackets).

**Point of possible confusion: entries have first been classified by academic units--university-wide policies in Section II, graduate departments in Sec. III, and professional schools in Sec. IV. Occasionally, when there is particular interest in a certain department, a university is listed in both Secs. II and III.

"By reputation" listings were acquired indirectly--by word of mouth or memorandum, often through another individual or organization functioning as an intermediary (for examples, see "footnote translations" following the Introduction). This means that in the "by reputation" listings, the institution itself bears no responsibility for the interest attributed to it. Every reasonable effort has, of course, been made to insure that the information is reliable. Not only are the information-gathering agencies knowledgeable in the field, but without exception appear to be scrupulously careful. When individual faculty members and students served as sources, their information was almost always corroborated independently by another such source; seldom has a school been listed on the basis of only one person's testimony.

Even with all of these precautions, however, the opportunities known "by reputation" should not properly be regarded as conveying as much authority as those received directly from particular graduate schools. That is not to say that the listings are without value. In cases where uncertainty remains, the opportunities alluded to can be verified by correspondence (when doing this, it saves time and is courteous to enclose a stamped, self-addressed envelope for reply).

As emphasized in the Preface, this booklet is by no means a comprehensive listing of all graduate opportunities available to black Americans; it is only the first small step in that direction. It follows that students would certainly not be justified in concluding that because a school or department is not listed, it has no interest in attracting competent black applicants. Neither should one go to the other extreme, however, of inferring that because a relatively large number of opportunities is listed here, "things must be good all over." Such a conclusion is worse than misleading: it is inaccurate. Any student who acts on this optimist's assumption by going about the process of graduate school application completely unsystematically (perhaps by selecting schools on the basis of "prestige ratings" or entirely at random) may well find himself in hot water.

Two specific ways in which the booklet information is "skewed" should be noted: there are disproportionately large numbers of entries for the professional schools and for graduate departments in the social sciences (and, conversely, short listings for both the humanities and natural sciences). The first fact appears to be an accurate reflection of reality: professional schools (especially law, and increasingly social work and business) simply have recruited black students more aggressively than have the "academic" graduate departments. The bias in favor of social science is at least in part an "accident": that is the area in which the editor's work has been, and the one in which she knows the most people; in addition, however, it is probable that faculty in these departments have shown greater interest in diversifying the racial make-up of their student bodies.

Individual direct entries vary widely: some schools and departments are just more "interested" than others. Students would be wise to look for programs which "have teeth in them" -- that is, where steps have been taken to implement the policies described, as opposed to institutions that make liberal noises but do not appear to do very much. Undoubtedly, some students will take offense at a few entries; such a reaction should not, however, be allowed to turn a student away from other possible opportunities. The booklet is really not very much different from a catalog, or an almanac, with different schools and departments pressing different claims. As much as possible, it should be read that way--by students' giving careful attention to each individual entry.

Students from Unaccredited Colleges*

Graduate schools differ in their willingness to consider applicants from colleges that have not been approved by one of the six regional accrediting associations across the country. Some institutions will consider such students, often requiring special testing and/or granting admission on a conditional (or probationary) basis.

Other institutions follow a policy which prohibits them from accepting the graduate of an unaccredited college until he "validates" his degree at an accredited school, i.e., takes another thirty semester hours of advanced undergraduate work in two or more different areas (essentially repeats his senior year). Students in this category could apply to a fifth year program (see p. 69ff.), or might pursue such a program on their own.

Probably a substantial number of institutions listed in this booklet follow the second, more rigid policy outlined above. A few have explicitly stated so; others' policies are described in Livesey and Robbins' GUIDE TO AMERICAN GRADUATE SCHOOLS. The GUIDE, however, is not an infallible source. In cases where any doubt exists, graduates of unaccredited colleges should first write directly to the graduate school(s) in which they are interested--specifying their college, telling a little about themselves, and asking for an explicit statement of policy, including the kind of fifth year program the university would recognize.

Selecting universities and/or departments to which to apply

Ordinarily, the first steps taken by a student would be to send for catalog and application blanks (including financial aid application, if that is relevant) of the schools in which he is interested. (These materials are usually free.) However, because the time is late and a number of deadlines are past, when writing the admissions official for this general information, it would be a good idea also to check specifically about the effective deadline (and the possibility of taking the Graduate Record Exam in the spring, if that is a prerequisite). (See suggestions on p.v.)

Wherever possible, a student should apply to three or four graduate schools, including one that he is reasonably sure will admit him; he should avoid applying to fewer than two. To some, this process may seem unnecessarily time-consuming and expensive (there is no way to get around filling out all the forms required, but some solutions for the financial hang-up are offered under "Financial Aid" below). Besides, the stakes are high, and the several-applications idea has two big advantages: (1) admissions and aid decisions are not that predictable--applying to more than one school is insurance against being rejected (or made a poor offer) by the first school; and (2) the student is allowed a degree of selectiveness in choosing schools that can work for him in the admissions process. Specifically, a student might be well advised to apply to two schools that he appears to have a good chance of getting into (with aid, if that is a consideration); one that is less competitive (i.e., almost certain to admit him); and one more competitive (where he has perhaps less than an even chance, according to his best guess).* Almost without exception, it isn't a good idea to choose four highly competitive institutions; these schools often receive applications from a larger number of qualified applicants than they have room for, and end up turning away candidates whom they admit are fully qualified. Anyway, there is no very good reason for a student to get into the "Ivy League-only" bag; there are in every field a number of graduate schools that offer good programs.

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*for a list of unaccredited schools, see REPORT OF CREDIT GIVEN BY EDUCATIONAL INSTITUTIONS, published annually by the American Association of Collegiate Registrars and Admissions Officers (1501 New Hampshire Ave., N.W.: Washington, D.C. 20036; $2.00). A second source is the American Council of Education's ACCREDITED INSTITUTIONS OF HIGHER LEARNING (also published annually, $1.50); a third (older and therefore less reliable) one for the predominantly black institutions is Earl McGrath's THE PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES IN TRANSITION (1965).

Status considerations certainly should not be allowed to dwarf other factors that may well be more important in the long run. Clues to some issues that might be particularly relevant to black students are provided in this booklet (e.g., number of Negroes presently enrolled; in the social sciences and humanities, curriculum dealing with the Afro-American experience, scholarships earmarked for black students.) (Of course, that does not mean that black students should feel constrained to apply only to institutions listed in this booklet.) In addition, any prospective graduate student needs to keep in mind a variety of general factors, some of which are listed below. Information on these is available in descriptive material from the schools and, especially for purposes of comparison, in secondary sources (see annotated bibliography for suggestions of some good books to consult).

- size of the graduate school, department and/or program;
- faculty/student ratio and relationships;
- particular fields of specialization offered within the department;
- interdisciplinary programs available (i.e., work simultaneously in two or more related fields);
- specific degree requirements and length of time required for completion;
- extent to which independent work is encouraged;
- type of community in which school is located (e.g., urban, suburban, small town);
- practical considerations of cost and distance.

All of these and other factors will have different weight for different students, as each makes decisions about schools to which he will make application. In all of the juggling of factors that students are called upon to do, what finally is important is that each student end up with the best school[s] for him--where he also stands a good chance of admission (and aid). For, in the last analysis, the whole process of graduate school admissions boils down to a matching of credentials--the student's and the school's.

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*The best single written source for assessing the degree of competitiveness of various "academic" graduate departments is Cartter (see bibliography at end of Introduction); Livesey and Robbins also provide some guidance. Faculty members who are knowledgeable about graduate schools can be very helpful, though they often tend to favor their own institutions.

Qualifying Examinations

The major qualifying examination used by most academic graduate departments and by some professional schools is the Graduate Record Examination (GRE); occasionally the Millers Analogy Test (MAT) is used. Some professional fields have national examinations tailored specifically to their fields (e.g., law, medicine, business). These examinations, and the address of agencies that administer them (to whom students should write for information), are listed on the page following the Introduction.

To find out whether a national qualifying examination is required at the universities and/or departments in which they are interested, students can check the general graduate school guides (listed in the bibliography immediately preceding the list referred to above; see esp. Graham, Livesey and Robbins, Wasserman). Better still, check descriptive material that comes directly from the school. Probably most of the entries in this booklet require one of the qualifying examinations listed above.

The most commonly used exam, the GRE, is offered in two parts: a 2-1/2 hour aptitude test and 18 advanced subject matter exams of 3 hours each. Students should check with the departments to which they wish to apply in order to see which (if any) advanced exams are required. A fee of $7 is charged for the aptitude exam, $8 for an advanced exam; $12 for both if taken on the same day. It is possible to review material for exams in the subject fields, but the aptitude section cannot be studied for. A useful book for familiarizing oneself with the exam format is HOW TO PASS THE GRE EXAM (New York City: Arco Publishing [219 Park Avenue South]), about $4.00.

The GRE is given six times a year throughout the U.S.; the two remaining dates for the academic year 1969-1970 are April 26 and July 12. Registration closes about 3 weeks before each exam date; write for registration material substantially before that. Since the admissions process for next year is already well along, if you plan to take the GRE, be sure to register in time to take the April 26 examination.

The Process of Applying

The returned application blank is a key factor in admissions decisions. In the cases in which students are not interviewed by someone from the school and have no other direct contact with it, the completed application is usually the only sample of his work by which his candidacy can be evaluated. In effect, to graduate school officials, that 8-1/2 x 11" black-and-white application form is you!

A few guidelines are in order: Type neatly or print legibly all application forms and supplementary materials. Neatness, accuracy, completeness, good English, and good spelling are very important. A careless error or two can loom very large, possibly leading an admission officer to conclude (understandably enough) that the applicant lacks the ability and/or interest to perform well in graduate school. If you have any doubts, ask an instructor that you know well to check over your application before sending it. Faculty members have had many applications of their own to complete and can be very helpful.

Probably more students get "hung up" on the statement of purpose than on any other aspect of the application process (that is, the statement on "why I want to attend graduate school . . . ," "study molecular physics . . .," or whatever). This statement should be neither super-brief (which might suggest that you're not interested enough to write something serious), nor long-winded and rambling; it should be clear, concise, and thoughtful. Try to tell your story in a frank, down-to-earth way rather than embellishing it with "extras" that do not add to its substance.

When telling about yourself, try not, on the one hand, to boast, nor, on the other, to be so modest about your achievements that you leave the impression of lacking self-confidence (or worse, of having no achievements!). In cases where some key experience[s] have shaped your major decisions (academic or vocational), state them--in a way that gives the reader as direct as possible a knowledge of "who you are." Since the statement also should be as uniquely you as possible (graduate officials have to read hundreds of them), probably the best thing to do at this point is to throw away these suggestions and start writing your own statement.

Graduate schools generally require supporting materials along with the application blank: specifically, an official copy of the student's transcript and two or three faculty recommendations. These should be requested as soon as possible; it is a courtesy to professors (and speeds the process along) for students to include an addressed, stamped envelope along with each form. Faculty members send letters of recommendation directly to the graduate school. However, it is the student's responsibility to make sure that all of his supporting papers have been sent, so each student should check with faculty and registrar within a reasonable length of time to be sure that material has been sent.

Before listing an instructor's name as a reference, be sure to ask his permission. If you are uncertain whether or not a particular teacher would write a good recommendation, it would be diplomatic--not to say useful--to ask him, "Do you feel that you know my work well enough to recommend me?" If the answer is hesitant or negative, you would be well advised to choose someone else.

When selecting faculty members to serve as references, keep in mind that almost all graduate schools are primarily interested in your academic ability as demonstrated in your major field(s), and only secondarily--if at all--in your character, personality, etc. Admissions committee members of a graduate history department ordinarily would not be very interested in what a physics teacher has to say about a prospective student's work; they would definitely want to hear from someone who has taught him history and might well be interested in supporting recommendations from those in allied fields (political science, economics, sociology, etc.). Unless they are specifically requested, do not send general "character testimonials" from doctors, ministers, old family friends, etc.

In addition to what the instructor has to say about your work--and how convincingly he says it, these factors carry weight with admissions people: (1) how well the professor knows your work (e.g., how long he has known you and in what capacities, how many of his classes you have taken, etc.); and (2) whether or not he has also known your work outside the classroom in a related way (e.g., as a laboratory assistant or in a science interest club [natural sciences]; as a tutor or classroom aide [education]; in social action and/or community work, paid or volunteer [social sciences, social work]). Rightly or wrongly, some admissions officials also pay attention to such factors as whether or not an instructor has a Ph.D., or the title of full (or associate) professor, or a prestigious national fellowship (e.g., Woodrow Wilson or Danforth); and/or whether he is known to the graduate school, possibly by having been a graduate student there himself, but more specifically as a reliable recommender of students (either through personal contacts or simply by having referred students in the past from your college who have done well at the graduate school).

Finally, a number of officials from departments and universities listed in the booklet have written to point out what is for them a dilemma in admissions decisions: identifying which candidates are black. This problem becomes crucial when scholarship money has been set aside exclusively for black applicants; last year, in the cases of some schools, thousands of dollars of this money went unused because admissions directors were unable to identify all of the (qualified) Negroes who had applied. Many admissions people have developed some sophistication at this task, e.g., by familiarizing themselves with the names of all of the "predominantly Negro" colleges in the South. In the last few years, however, the proportion of Afro-American college graduates from "predominantly white" Northern institutions has risen sharply, and the problem of identification has become much more difficult.

In order to make sure that he is considered for all available financial support (including that earmarked for black students), a student can simply identify his race in some way. There are various indirect methods of doing this; one easy way would be to mention the source of information through which he learned of the school's program (and/or interest in minority group applicants)--for example, this booklet. Of course, there is no need for students to hand out information of this sort on a random basis. In the cases of schools in the "by direct contact" listings of this booklet, however, black students would have nothing to lose and probably would gain by disclosing their race.

Financial Assistance

The problem of financial aid should no longer deter black students with good records,* and the interest and determination to pursue graduate study. Competition is keen, but there are many sources to be tapped.

The major types of financial assistance available for graduate study are:

(1) Fellowships (nontaxable)

Information on fellowships offered by (and through) universities is in individual entries scattered throughout the booklet. Generally, students should apply to the Graduate Office of Financial Aid of the university.

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*A "good" record seems traditionally to have meant a "B" average. Recently there has been a tendency on the part of some schools to go below this (especially the B-/C+ range and more often for admission than for financial assistance)--when there are other indications of a student's potential ability and motivation to do graduate work. Also, the cumulative grade average increasingly is studied more specifically, with special attention given to grades in the last two years of undergraduate education and to those in a student's major field (and related areas).

To find out about awards given by outside agencies, see Section V and the Bibliography that follows the Introduction.

(2) Assistantships (teaching, research, dormitory proctoring, etc.)

Assistantships are offered by universities, with arrangements varying from school to school. Sometimes departments (rather than the general university office of financial aid) have the responsibility for awarding assistantships; when this is the case, application deadlines occasionally differ from those stated for fellowships (with assistantship deadlines generally later, where there is a difference). Check literature from the university and/or department; or (second best) consult one of the graduate school guides. In cases of doubt, write either the Director of Graduate Admissions or the Department Chairman of the school in question.

(3) Loans

Information about loans available through universities can be found in graduate school catalogs or by writing the Office of Financial Aid.

Sources on loans from federal and state government as well as private funds are listed in the Bibliography; a few that are especially relevant are also described in Section V.

Suggestions on how to overcome some financial obstacles that may be encountered follow. Students who might be prohibited from applying because of the application fee[s] should see suggestions in "Some Graduate Schools with No or Low [or Deferred] Application Fees," Section V. Overall costs of graduate education vary enormously at different schools; generally, private universities are more expensive than public ones (e.g., on the level of national government, Federal City College [see general entry] and Howard University). States offer various kinds of inducements to their own citizens to study at state institutions, e.g., reduced tuition, special scholarship and loan funds, occasional exemption from application fee, etc.; see state university catalogs, or write the appropriate state officials, or consult collections of data in the books listed in the Bibliography. Some students may find the best available education within their home state--this is true for black students from a number of Southern as well as Northern states: Southern graduate schools are not underrepresented in this booklet (see, for example, University of Georgia and University of Texas entries). A useful statistic found in the Livesey and Robbins GUIDE is the percentage of all graduate students receiving financial aid at given universities; again, there is wide variation between schools, from less than 5 to more than 98%. Such a general statistic, however, should be balanced against scholarships primarily or exclusively for black students, where they exist. Since applicants for these awards are competing only with other Afro-Americans--roughly 11% of the U.S. population--their chances are about nine times greater than if they were competing for the same number of awards with students of all races. It is true that often only a small number of such awards is available at a single school; still, there is a good competitive edge here.
Note: be sure to review other relevant information on financial aid in several sub-divisions of Section V.

A final word about deadlines . . .

Wherever possible, students should make every effort to observe deadlines. "Apply as early as possible" is a good general rule in all cases; for example, the larger fellowships (especially in the general, unrestricted competition for all students) tend to be awarded first.

Obviously, though, that is not possible in all of the entries listed here. The booklet's late publication date certainly cuts down on, but should not cancel, its usefulness. Some graduate schools, especially those with funds earmarked for black students, have indicated a willingness to be flexible about deadlines, almost always with the injunction to "apply immediately," however. Such flexibility should never be assumed by students: information must be secured directly from the schools, keeping in mind the considerations mentioned on p. v.

Lastly, if and when students receive offers of admission (and aid), they should be mindful of their own responsibility for responding to any offer, affirmatively or negatively, within the time limits specified by the school. Delays beyond the dealine hurt not only the student involved --often the penalty is a complete loss of scholarship-- but other students who are alternates on the list. Within the deadline, though, be sure to take enough time to insure that you have made the right choice.

Note: graduate opportunities in journalism for Afro-Americans (discovered too late to be included in the booklet) are described in an article in JET magazine, Jan. 23, 1969.

Errata

Information on newly developed programs (some of them created while the booklet was in process) continued to come in as final copy was being typed; wherever possible, this material has been included. The result is that the pageing is somewhat lop-sided: a few entries are squeezed onto the bottom of one page and continued on another; pages 20, 36, 40, and 46 do not exist at all.

SOME USEFUL BOOKS ON GRADUATE STUDY

Guides to graduate schools:

Cartter, Allan M. AN ASSESSMENT OF QUALITY IN GRADUATE EDUCATION (Washington, D.C.: American Council of Education), 1966. Available from ACE, Publications Division; 1785 Massachusetts Ave., N.W.; Washington, D.C. 20036. Paper, $3.00; cloth, $5.00.

The book is a survey and analysis of the informed opinion of more than 4,000 scholars on (a) the scholarly reputation of the faculty, and (b) the effectiveness of the doctoral program in 29 academic disciplines. The information yielded was used by the author to classify departments at different universities in each field (e.g., "distinguished," "strong," "good," "adequate plus") and to rank departments within the first two categories. (Professional schools are not covered.)

Although the process of evaluating (and specifically of ranking) departments is not without problems, the book is a useful one. Prospective graduate students can profit by consulting it, especially if the rankings are seen somewhat flexibly, as estimates, and the institutions viewed in clusters (of those with similar ratings), rather than allowed to fix a rigid status "pecking order" among institutions.

Graham, Jane, ed., A GUIDE TO GRADUATE STUDY: PROGRAMS LEADING TO THE Ph.D. DEGREE (Washington, D.C.: American Council of Education), 3d edition, 1965. $7.50, clothbound (see Cartter entry for ACE address).

Detailed information is given for each institution on admission requirements, fees, first year financial aid available, etc. In addition, for each university there are extensive listings in each subject field, indicating the particular topics covered in that field, number of students, faculty, etc. The annotated bibliography (p. 45ff.) is probably the most comprehensive to be found anywhere; it is especially helpful in listing national sources of information and aid for each specific subject area.

Livesey, Herbert B. and Gene A. Robbins, eds., GUIDE TO AMERICAN GRADUATE SCHOOLS (New York: Viking Press), 1967. $3.95, paperback.

Listings include general information about each American graduate institution (size, admission, fees, financial aid, deadlines, etc.) as well as the specific fields in which programs are offered and at what degree level. There is also information on program prerequisites in some fields at some schools; similarly, an attempt is made to rank some graduate departments.

The material on specific fields within an institution is not given nearly as full treatment as in Graham, nor is the evaluative approach comparable to Cartter's (see above listings). Still, the book is recent, packed with relevant information, and appears to be the most useful single volume paperback guide on the market.

Wasserman, E.R. and E.E. Switzer, THE RANDOM HOUSE GUIDE TO GRADUATE STUDY IN THE ARTS AND SCIENCES (New York: Random House), 1967. Vintage paperback ed. (V-405), $2.95.

The book lists information on all U.S. universities offering graduate programs, rates programs in the major schools and areas of education, and includes information on financial aid; the brevity of entries on particular schools limits its usefulness.

Directories of financial assistance:

AIDS TO STUDENTS--see p. 87 for information.

CURRENT FINANCIAL AIDS FOR GRADUATE STUDENTS (1966). Bernard G. Maxwell, ed. College Opportunities Unlimited, Inc.; 824 N. Cooper; Peoria, Ill.

Listed are graduate fellowships, research and teaching assistantships, loans and grants-in-aid available at graduate schools across the country. In addition, there is a listing of financial aid available through educational foundations, the U.S. government, business, private citizens, etc. A general description of each award is provided and information given on the amounts, eligibility, number given, etc.

FELLOWSHIPS FOR TEACHERS UNDER TITLE V-c OF THE HIGHER EDUCATION ACT OF 1965. Available from Division of Graduate Programs, Bureau of Higher Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

The emphasis is on content fields and practice teaching requirements to satisfy state certification.

FELLOWSHIPS IN THE ARTS AND SCIENCES. Published annually by the American Council on Education (see Cartter entry above for address), $2.25.

A compilation of financial aid programs that are financed from non-university sources, with bibliography.

FINANCIAL AID FOR COLLEGE STUDENTS: GRADUATE AND UNDERGRADUATE

Directories of available aid published separately, first in 1957, revised in 1961. Write to the Superintendent of Documents, Washington, D.C. 20402, and ask for the most recent edition.

FINANCING A GRADUATE EDUCATION. U.S. Office of Education, Bulletin OE-55036. Write Government Printing Office, Washington, D.C. 20402, specifying number. 15¢.

Provides general information only.

GUIDE TO GRANTS, LOANS AND OTHER TYPES OF GOVERNMENT ASSISTANCE ASSISTANCE AVAILABLE TO STUDENTS AND EDUCATIONAL INSTITUTIONS (1967). Public Affairs Press; 419 New Jersey Ave., S.E.; Washington, D.C. 20003, $1.00.

The section entitled "Study Assistance" is of particular value to prospective graduate students; sources of grants in particular fields are listed (e.g., teaching, vocational rehabilitation, library work, the health professions, water pollution research, city planning, etc.).

HANDBOOK ON INTERNATIONAL STUDY FOR U.S. NATIONALS. Institute of International Education, Inc., 809 United Nations Plaza, New York, N.Y. 10017. 1965 (or most recent edition). $3.50.

NATIONAL REGISTER OF SCHOLARSHIPS AND FELLOWSHIPS, 2 vols. Juvenal L. Angel, ed. World Trade Academy Press, New York City.

Volume I lists national scholarships; Volume II, state scholarships. Lists are by field of study.

A SELECTED LIST OF MAJOR FELLOWSHIP OPPORTUNITIES--see p. 87 for information.

STUDENT ASSISTANCE HANDBOOK: GUIDE TO FINANCIAL ASSISTANCE FOR EDUCATION BEYOND HIGH SCHOOL (1965). Subcommittee on Education of the Committee on Labor and Public Welfare, U.S. Senate. Write: Superintendent of Documents, Washington, D.C. 20402. 60¢.

Especially valuable as a guide to state-financed assistance.

STUDENT FINANCIAL AID IN HIGHER EDUCATION, AN ANNOTATED BIBLIOGRAPHY (1961, or most recent edition). OE-53006, Bulletin 1961 (for that year), No. 3; Superintendent of Documents, Washington, D.C. 20402. 35¢.

Some frequently used abbreviations

ATGSB	Admission Test for Graduate Students in Business*
CEEB	College Entrance Examination Board*
GPA (gpa)	(Cumulative) grade point average
GRE	Graduate Record Examination*
LSAT	Law School Aptitude Test*
MAT	Miller Analogies Test** [a national examination similar to and sometimes used in place of the GRE]
M.A.T.	Master of Arts in Teaching [degree] [a one to two year master's degree program for training secondary school teachers in both "content" and "method"]
M.B.A.	Master of Business Administration [degree]
MCAT	Medical College Admissions Test**

Translation of footnotes

Footnotes, which generally occur in the "by reputation" listings, refer to the following sources of information:

1 Direct interview (by editor)
[often included in the "by direct contact" section]

2 Direct interview (by graduate student at the university)
[often included in the "by direct contact" section]

3 Teaching Internship Program of the Woodrow Wilson Foundation
Martin Lehfeldt, Director; 32 Nassau St.; Princeton, N.J. 08540

4 Harvard-Yale-Columbia Intensive Summer Studies Program
Mrs. Ruth Claus, Assoc. Director; 1907 Yale Station;
New Haven, Conn. 06520

5 Office of Student Affairs, Association of American Medical Colleges
Dr. Davis Johnson, Director; 2530 Ridge Ave.; Evanston, Ill. 60602
& Dr. Roy K. Jarecky, University of Kentucky College of Medicine

6 Recommendation of faculty member[s] in another graduate department or university

7 Recommendation of faculty member[s] at an undergraduate institution (usually a "predominantly Negro" college in the South)

8 Recommendation of a graduate student at that or another university (typically the former)

9 Any of a variety of other sources:
a foundation or other independent agency working in the field, an undergraduate Afro-American student toward whom recruiting efforts have been made, etc.

10 HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969
Mrs. Virginia Frank, ed.; a booklet prepared for the Southern Education Foundation; 811 Cypress St., N.E.; Atlanta, Ga. 30308
[Note: The quotation marks in this instance indicate that the information was excerpted from the booklet, not obtained directly from the "opportunity" described.]

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*Administered by the Educational Testing Service; Box 144; Princeton, N.J. 08640

**Administered by the Psychological Corporation; 304 E. 45th St.; New York, N.Y. 10017

II. University-wide Policies

Note: The following institutions have indicated that they have policies favoring black applicants which extend throughout the university-- to all departments and professional schools.

In effect, this major list should be added to each of the separate (by subject area) departmental and professional listings that follow. It should be particularly useful for the cases in which few or no specific opportunities are listed in a subject area.

Since there are about as many institution-wide arrangements or programs as there are universities listed, it would be a good idea to read each individual entry below carefully.

By direct contact:*

CORNELL UNIVERSITY

"No special scholarship funds are made available; however, students may apply for financial aids through the same procedures applicable to all other graduate students.

"If a student is known to be Black and he has a marginal record - in terms of standard admissions criteria-he will be given the benefit of the doubt; however, the law requires that no records be kept indicating that a person is Black.

"Some recruitment is done, but there is no formal program which covers this.

"A waiver or deferment of admission fees may be granted in cases of demonstrated need.

"There is no formal tutorial program, although tutors are available for students who request them."

[Ed. note: A second response (from a Cornell faculty member) indicates that special efforts have been made to raise fellowship funds for black graduate students, but so far have been unsuccessful. Still another response adds the following to the above official entry:

"Almost all students admitted to Cornell University are given financial support...Many fields will admit applicants from minority groups that do not fulfill the normal admissions criteria. Since there are no credit or course requirements for degrees, students can enroll in undergraduate courses while retaining their status as graduate students. Application fees are waivable upon request. Currently there are 300 Afro-American students enrolled at Cornell University."]

Write: Dean W. Donald Cooke; Dean of Graduate School
Cornell Univ.; 101 Sage Graduate Center; Ithaca, N.Y. 14850
[general financial aid deadline: Feb. 1]

FEDERAL CITY COLLEGE[1]

Federal City College came into existence in September of 1968, the second federally supported college in the nation's history. Students are admitted entirely by lottery rather than by scrutiny of past records; scholarship funds are apportioned solely on the basis of need. Initially the College regards its recruitment territory largely as Washington, D.C., although students from across the country can apply; foreign students are especially sought after.

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*[Also see BROWN UNIV. and UCLA entries on p. 10.]

The College has been able to recruit a top-flight faculty from many of America's major universities. Many are young; a substantial percentage (though still a minority) is black; all are committed to teaching and to the experiment that is Federal City College. (About 90% of the student body is Afro-American, 10% white.)

A community college which is concerned with community outreach, the new college also emphasizes interdisciplinary teaching and learning. So far, master's degree programs are offered in the following areas: Urban Studies, Social Science, Secondary Education, Guidance and Counseling.

Write: Mr. Roy Cogdell, Dir. of Financial Aid and Placement
Federal City College; 425 - Second St., N.W.
Washington, D.C. 20001
[deadline not known]

UNIVERSITY OF GEORGIA

"Criteria for admission: Graduated in upper half of class from an accredited college or university; satisfactory scores on Aptitude Test of Graduate Record Examination, or in Education only, satisfactory scores on National Teacher Examination; [faculty] recommendations...

"We make no special effort to recruit Negro students but properly qualified students are welcome. We have about 2% Negro students now.

"There is no admission or application fee..." [Graduate non-teaching assistantships, graduate research assistantships, NDEA and other fellowships are available.]

Write: Dr. T.H. Whitehead; Acting Dean, Graduate School
Univ. of Georgia; Athens, Ga. 30601
[Feb. 15]

UNIVERSITY OF ILLINOIS, Urbana-Champaign

"The University of Illinois, Urbana-Champaign, welcomes applications for admission to graduate study from black students. The credentials of each applicant are evaluated by faculty members in the proposed major department. Recommendations for admission are based on specific minimum entrance requirements and on potential for success in the program. The Graduate College and graduate departments administer a program of over 1500 fellowships and tuition and fee waivers and nearly 4000 assistantships.

"Prospective students should apply for financial aid to the department in which they wish to study. There are about 800 Negro students enrolled on this campus of whom about 100 are graduate students. A national program of printed publicity has been augmented this year by a program of correspondence and campus visits sponsored by the Graduate College and the Black Student Association. We expect to increase the number of Negro students on this campus both at the graduate and undergraduate levels."

[Ed. note: The Univ. of Illinois does not have an application fee.]

Write: Mr. Vincent I. West; Assoc. Dean
Univ. of Illinois; 330 Administration Bldg.,
Urbana, Ill. 61801
[Feb 15] _or_ Write: Dean of department in which you wish to study.

THE UNIVERSITY OF IOWA

"The Graduate College of The University of Iowa is interested in increasing its enrollment of black students and those from other minority or disprivileged backgrounds. Inquiries about admissions and aid may be sent to the Office of Admissions; inquiries about degree programs should be sent to the department of the student's major interest. In the case of students whose grade point average is below the minimum required, but who can supply other evidence of high potential for graduate study, an inquiry concerning special graduate admission should be sent to the Office of Admissions, Attention Mr. Phillip Jones." [For additional information, see Iowa's English Dept. listing.]

Write: Mr. Phillip Jones, Office of Admissions
Univ. of Iowa; Iowa City, Iowa 52240
[Feb. 1]

UNIVERSITY OF MAINE

"Admission requirements: Acceptable (B-average) undergraduate grade point average; GRE scores (both aptitude and advanced); 3 letters of reference. No application fee. Department admitting student nominates him for fellowship aid...and awards graduate assistantships (teaching or research). No tutorial program. Prospective students urged to correspond with chairman of department in which they plan to do their graduate work.

"Very few black students enrolled at present. Only 12 American black students in total enrollment of 7500 (Two out of Graduate Enrollment of 550.) We welcome applications from black students."

Write: Chairman of the department in which you are interested,
or Mr. F.P. Eggert; Dean of the Graduate School
2 Winslow Hall; Univ. of Maine; Orono, Maine 04473
[Mar. 1]

MICHIGAN STATE UNIVERSITY

"The Graduate School at Michigan State University, in cooperation with the Center for Urban Affairs, has initiated a program of support for disadvantaged students who might otherwise be denied the opportunity to pursue graduate studies. To minimize the risk of encouraging mediocrity, competition for awards under this program is still based upon the individual's past performance and future promise. There remains, however, a definite opportunity for persons who would not ordinarily qualify for financial assistance.

"To be eligible for support the applicant must qualify for admission to the Graduate School, possibly on a non-degree or provisional basis initially, and must show cause for consideration as a disadvantaged student. The University determines eligibility for the program, while the colleges and departments determine the criteria for admission and rule upon individual applications.

"Approximately thirty students are currently being supported under this program, and it is hoped that the number can be expanded. Awards have ranged from $500 to $2,500 for the academic year, depending upon need. For students who are not residents of Michigan, a waiver of out-of-state tuition is also granted.

"Students for whom the application fee is a financial hardship should write Dr. Minkel to this effect." [See address, next page.]

Write: Dr. C.W. Minkel, Assoc. Dean
School for Advanced Graduate Studies
Michigan State Univ.; East Lansing, Mich. 48823
[Applications for this program accepted through April 1.]

THE UNIVERSITY OF MICHIGAN--Horace H. Rackham School of Grad. Studies

"The University of Michigan and the Horace H. Rackham School of Graduate Studies have an Opportunity Program designed to provide support for Black students as well as other students from economically or culturally deprived backgrounds. This program operates as part of the regular admissions procedure. The student applies for admission to the departments, noting in his letter that he is interested in the Opportunity Program. Each department considers its own applications for admission and then recommends eligible students to the Graduate School for appropriate financial support. Applicants should apply to the Graduate School for admission materials and to the department for Graduate Award applications. One application puts the candidate into consideration for all types of graduate awards, including Opportunity awards. Departments vary in the requirements of test scores or special recommendations.

"The number of Black students in the student body will not be available until the data from Fall '68 registration is tabulated." [Ed. note: The University of Michigan has only a $5.00 application fee.]

Write: Director, Opportunity Program; or
Chairman of the department in which you propose to study;
Horace H. Rackham School of Graduate Studies,
Univ. of Michigan; Ann Arbor, Mich. 48104
[Feb. 1]

NEW YORK UNIVERSITY

"New York University offers financial aid to economically deprived students through its Martin Luther King Fund. Grants under this program are offered in addition to regular financial aid programs. To be considered, an applicant must meet the usual admissions standards of the graduate division and department in which he is interested, but not necessarily the customarily higher standards normally set for scholarship recipients. Contact the admissions office or Dean of the appropriate graduate or professional division for further information."

Write: Dean of the appropriate graduate or professional division, or
Mr. Herbert B. Livesey, Dir. of Admissions
New York Univ.; 13 University Place; New York, N.Y. 10003
[Feb. 1]

PENNSYLVANIA STATE UNIVERSITY

[Ed. note: although no details were provided, the information blank was returned with a notation that all departments had policies favorable to black applicants.] Penn. State Univ. reportedly is seeking applications from interested black students.

Write: Dean M. Nelson McGeary, The Graduate School
Penn State Univ., Willard Bldg.
University Park, Penna. 16802
[Feb. 15]

PRINCETON UNIVERSITY

"All graduate students at Princeton are provided adequate financial support including tuition grants and fellowships that may be necessary for completion of the Ph.D. degree. Thus, black graduate students will not be forced to pass up the opportunity of graduate education at Princeton for lack of funds.

"Students are admitted to the Graduate School on their potential for scholarship in the individual discipline which the University encompasses. Evidence from letters in support of the student and from his own written statement of career goals is often more important than the evidence from grades and test scores, although these are, of course, carefully considered.

"Princeton is currently making a major effort to recruit black graduate students whom we judge capable of completing the Ph.D. program. In this deliberate program, Princeton is prepared to waive application fees.

"The University is currently attempting to develop course offerings in the Afro-American experience and cultures as well as a research program in Afro-American studies."

Write: Mrs. E.B.O. Borgerhoff, Asst. Dean of the Graduate School
Princeton Univ.; 205 Nassau Hall; Princeton, N.J. 08540
[Jan. 15]

UNIVERSITY OF RHODE ISLAND[2]

[Overall enrollment at the Univ. of Rhode Island (undergraduate and graduate) about 7300; of these, about 62 are blacks.]

No special admission policy for or overt recruitment of black graduate applicants, but attitude favorable. All applicants considered individually, by schools or departments with varying standards; standardized test scores not given major weight but are used in reference to over-all record. Most black graduate students are from out-of-state.

The only Ph.D. in Afro-American history in Rhode Island, Dr. Robert Weisbord, teaches history sequence open to undergraduates and graduates: Sub-Saharan Africa, The Negro People, Southwest Asia and North Africa. A new graduate course will be offered soon--dealing with problems of urban education.

Active Afro-American Society headed by graduate student Mark Connally.

Write: Chairman of appropriate department or
Dean of the Graduate School; Univ. of Rhode Is.; Kingston, R.I. 02881
[April 15]

VANDERBILT UNIVERSITY

"Through the generosity of the Danforth Foundation, Vanderbilt University is enabled to offer a limited number of Opportunity Fellowships, covering tuition, fees, and cost of living stipend for up to two years of graduate study in any field in which Vanderbilt offers post-baccalaureate work. Candidates must indicate an interest in teaching.

"These fellowships will be awarded to college graduates of disadvantaged background who have demonstrated in the judgment of their instructors native talent, strong motivation, and personal qualities appropriate to professional life. It will be assumed that the M.A. degree will be the goal of Opportunity Fellowship holders, although access to higher degrees is not precluded.

"Vanderbilt has about 35 Negro graduate students in a total graduate student enrollment of 1000 full-time students. About 20 of these are supported by the Danforth Opportunity Fellowships Program--waiver of admission fee; special tutorials, etc."

Write: Dean Leonard B. Beach; Dean for Institutional Relations
Vanderbilt, Univ.; Nashville, Tenn. 37203
[Feb. 15]

UNIVERSITY OF WASHINGTON[2]

Since the following information did not come in writing from a University of Washington administrator, it is not an "official" entry. That is not to question its reliability; the information here--and throughout the booklet on the Univ. of Washington--was carefully collected in a series of interviews with faculty members and administrators by a graduate student at the University, Mrs. Ellen (Wolf) Barrett. She comments:

. . . at least 43 of the 6000 graduate students here are black, a figure that compares to 23 last year. There is reportedly a graduate school-wide policy to give special consideration to minority students regarding admission and financial aid.

This fall for the first time there was an active official recruitment of minority undergraduates: 250 were admitted, most with financial aid. At the graduate level a need is recognized for more personal contacts with faculty in predominantly black colleges, since much graduate student recruitment occurs via faculty-faculty contacts. The University is sending delegates to certain Southern conferences specifically to establish such contacts. [Activities on this and other fronts are in the planning stages.] . . . . The atmosphere on faculty and administration levels seems good--especially with student pressure. Changes are coming fast; all of the recruiting and programs [descriptions scattered by subject throughout the booklet] have been established within the last year.

Write:* the appropriate graduate department or school in cases where a name is given; or
Office of Graduate Admissions; or
Dr. Charles A. Evans, Admin. Advisor on Recruitment of Minority Students
Univ. of Washington; Seattle, Wash. 98105
[Feb. 15]

*It would help to state that you heard of opportunities at the Univ. of Washington through this booklet.

UNIVERSITY OF WISCONSIN

"The University of Wisconsin has rapidly expanding opportunities for graduate students in a wide variety of fields and professions. Scholarship aid or grants vary from department to department but in most cases, some form of aid is available. Recruiting is done on a departmental basis, except for recruiting done by this office, Committee on Cooperation with Developing Universities (CCDU). When a student demonstrates the capacity for graduate work but may be deficient in course work, the department may admit him on a probationary basis. Aptitude tests for professional schools and GRE tests are necessary prerequisites for graduate study at the University of Wisconsin.

"The application for admission is made to the graduate school. They in turn send it to the appropriate school's admission committee for consideration and processing.

"The University of Wisconsin graduate school does not require an application fee.

[from the Fellowships Adviser at Wisconsin: "A special program for 'disadvantaged students' all of whom are Negro was begun this year (1968-69). With the assistance of the Danforth Foundation, Wis. Fellowships are offered to ten students each year for two-year periods; it is expected that there will be special tutorial help where needed and that the department which nominates the student will revise the curriculum format to meet the individual needs of the students. After the two-year program, the Univ. of Wisconsin, in cooperation with the department, will finance the student who chooses to continue to the Ph.D. for an additional period of two years. We expect this program to be continued and, if possible, enlarged during the next four years."

Write: Dean of the Graduate School, or
Mrs. Elizabeth B. Clark; Fellowships Adviser
Univ. of Wisconsin; Bascom Hall; Madison, Wis. 53706
[Feb. 1]

YALE UNIVERSITY

"The Graduate School of Yale University is continuing to encourage black and other minority group applicants for graduate work leading to the Ph.D. degree, Master of Arts in Teaching, and a limited number of Master of Arts programs. Students are normally admitted in the fall term only, and applications should be initiated a full year in advance when possible. Applications should be completed before January 18....Application for financial aid is made on the regular application for admission.

"No single part of an applicant's prior record is given primary emphasis in evaluating applications, but rather, offers of admission are based on indications of the applicant's potential and motivation as discerned in his overall record and recommendations of faculty members who know his work. The Graduate Record Examination is recommended for all applicants and required by most departments.

"More than 90 per cent of full-time candidates for the Ph.D. degree receive substantial aid while at Yale to cover tuition and living expenses. Students who are offered financial aid by Yale upon admission to the Ph.D. program may expect at least equivalent assistance each year for the period reasonably required to complete the degree unless there is a substantial change in his financial need.

"Specific inquiries concerning programs of interest to black students should be addressed to Mr. James A. Mau [see below]."

Write: Graduate School of Admissions (state departmental specializ.)
or Mr. James A. Mau; Asst. Dean of the Graduate School
1504A Yale Station; New Haven, Conn. 06520 [Jan. 18]

By reputation: [see p.iv for explanation of footnotes.]

UNIVERSITY OF ARIZONA[9]
Write: Chairman of appropriate dept.; Univ. of Arizona
Tucson, Ariz. 85721 [April 1]

ATLANTA UNIVERSITY

Write: Dean of appro. grad. schl.; Atlanta U.; Atlanta, Ga. 30314 [Aug.15]

BOSTON UNIVERSITY[9]
Write: Dir. Admiss.; Boston Univ.; Boston, Mass. 02215 [March 1]

UNIVERSITY OF CINCINNATI[9]

[Written to, but not heard from] The Univ. of Cincinnati is said to have Danforth Foundation funding for a special minority recruitment program, both for graduate study and for a fifth year of post-baccalaureate work preparatory to graduate study.

Write: Mr. Campbell Crockett; Dean of the Graduate School
Univ. of Cincinnati; Cincinnati, Ohio 45221
[Feb. 15]

UNIVERSITY OF COLORADO[3]

The University of Colorado is seeking black applicants for some fellowships which will provide $3,300 plus tuition and are subject to renewal for a second year. Ideally, the university would like to find candidates who would study for two academic years and two summers without interruption. They are looking for persons with a baccalaureate degree and the motivation to do graduate work.

Write: Dr. C. Lawson Crowe, Acting Graduate Dean;
University of Colo.; Boulder, Colo. 80302
[Jan. 15]

COLUMBIA UNIVERSITY[1]

Special funds reportedly in the process of being earmarked for recruitment of minority group students. There is said to be particular interest in the Social Sciences.

Write: Graduate Admissions Office
Columbia Univ.; New York, N.Y. 10027
[Jan. 3]

UNIVERSITY OF CONNECTICUT[4]
[possibility of waiver of application fee in cases of need]
Write: Mr. Max Putzel; Dean of the Graduate School
Univ. of Connecticut; Storrs, Conn. 06268
[April 15]

HOWARD UNIVERSITY
Write: Mr. Carroll L. Miller; Dean of the Graduate School
Howard Univ.; Washington, D.C. 20001 [June 15]

STATE UNIVERSITY OF NEW YORK AT STONYBROOK[9]
Write: Dean Paul M. Nolan; SUNY at Stonybrook; Stonybrook, N.Y. 11790

COLORADO STATE UNIVERSITY[9]
Write: Chr. of appro. dept.; Colorado State Univ.;
Fort Collins, Colo. 80521 [June 1]

INDIANA UNIVERSITY[9]
Write: Mr. Harry G. Yamaguchi, Dean of the Graduate School
Indiana Univ.; Bloomington, Ind. 47405
[Feb. 1]

MASSACHUSETTS INSTITUTE OF TECHNOLOGY (M.I.T.)[4]

Write: Mr. Irwin W. Sizer, Dean of the Graduate School
Mass. Institute of Tech.; Cambridge, Mass. 02139
[Feb. 1]

MIAMI UNIVERSITY (Ohio)[3]

Write: Dean of the Graduate School
Miami University; Oxford, Ohio 45056
[March 1]

MISSISSIPPI STATE UNIVERSITY[4]

Write: Mr. J.C. McKee, Jr.; Dean of the Graduate School
Mississippi State Univ.; State College, Miss. 39762 [March 1]

UNIVERSITY OF NEW HAMPSHIRE[9]
Write: Dean of the Graduate School; Univ. of New Hampshire
Durham, N.H. 03824

RUTGERS, THE STATE UNIVERSITY[4]
Write: Mr. Donald J. Taylor, Div. of Graduate Studies
Rutgers Univ.; New Brunswick, New Jersey 08903
[Mar.1; poss.of application fee waiver if applicant not accepted]

SAN FRANCISCO STATE COLLEGE

Write: Student Financial Aids Office
San Francisco State College; San Francisco, Calif. 94132
[Mar.1]

UNIVERSITY OF SOUTHERN CALIFORNIA[3,4]

Write: Fellowship Division of the Graduate School
Univ. of Southern Calif.; Los Angeles, Calif. 90007 [Feb. 1]

SOUTHERN ILLINOIS UNIVERSITY[9]
Write: Mr. William E. Simeone; Dir. of Graduate Studies
Southern Ill. Univ.; Carbondale, Ill. 62946 [Feb. 1]

STATE UNIVERSITY OF NEW YORK (SUNY) AT BUFFALO[4]
Write: Dir. of Admissions, Graduate School
State Univ. of New York at Buffalo; Buffalo, N.Y. 14214
[Feb. 1; reportedly no application fee]

WASHINGTON UNIVERSITY (St. Louis)[4]

[numerous aid programs are said to be available]

Write: Mr. David B. Carpenter, Dean of the Graduate School
Washington Univ.; St. Louis, Mo. 63130 [Feb. 15]

STANFORD UNIVERSITY[9]
Write: Dir. of Graduate Admissions; Stanford Univ.; Stanford, Calif.
94305 [Jan. 15]

WESTERN MICHIGAN UNIVERSITY
[special fund exists for disadvantaged students]

Write: Mr. George Mallinson, Dean of the Graduate School
Western Michigan Univ.; Kalamazoo, Mich. 49001

UNIVERSITY OF MINNESOTA[3]

The University of Minnesota is reportedly looking for minority group students who would qualify for graduate assistantships, over 50 of which have been reserved for this purpose.

Write: Graduate School Office, Univ. of Minnesota
Minneapolis, Minn. 55455
[Feb. 15]

By direct contact (entries arrived after deadline):

BROWN UNIVERSITY

"The Graduate School of Brown University announces a special fellowship program for students of disadvantaged cultural or academic background. Competition for these fellowships is restricted to minority groups or others who have not had the opportunities generally open to other members of society and who possess the ambition to complete successfully a post-baccalaureate program of studies. In the admissions and award decision, careful consideration will be given to achievement measured relative to opportunities open to the candidate in the past.

"The fellowships carry a stipend of $2,200 for the academic year plus remission of full tuition of $2,300. We are interested primarily, although not exclusively, in students who seek the Ph.D. degree. If satisfactory progress is maintained, continuing financial support will be provided throughout study toward the doctorate.

"In admissions decisions emphasis is placed on potential and motivation. Letters of recommendation are given more weight than quantitative scores. Admission decision based on expectation of successful completion of degree program with tutorial aid as needed. Campus visits are arranged on an individual basis; waiver of application fee upon request."

Write: Dr. Michael J. Brennan, Dean of the Graduate School
Brown Univ.; Providence, R.I. 02912
[Jan. 15]

UNIVERSITY OF CALIFORNIA AT LOS ANGELES

"The Graduate Division of UCLA has initiated a five-year program of Master's Opportunity Fellowships which provides support for graduate study by students primarily of Negro-American and Mexican-American backgrounds, and low income students.

"Eligibility requirements are: U.S. citizenship. completion of a baccalaureate degree before the Fall quarter, 1969, with a B average in upper division studies and courses taken in the major field..."
Each fellowship is for 2 yrs. grad. study, $2,000 per yr. plus tuition. Of 18 awards annually, 12 to So. Calif. residents; 6 out-of-state.
Write: Mrs. Hazel Love; Grad. Opportunities Fellowship Prog.;
Student Support Section, Grad. Div., UCLA; Los Angeles, Calif.
90024 (phone: 213-825-2818). deadline for this program:
Jan. 31.

HUMANITIES

Note: Please review institutions having favorable university-wide policies (listed at the beginning of the booklet).

Those interested in both a master's degree and a high school teaching career in any of the following fields (except philosophy) should also see Master of Arts in Teaching (M.A.T.) Programs listed under Professional Schools: Education.

English

By direct contact: (also see Brown Univ. entry, p. 14.)

ILLINOIS INSTITUTE OF TECHNOLOGY--English and Linguistics

"Scholarships and fellowships are distributed by the Graduate School and are Institute-wide; generally the Graduate School is able to aid all students worthy of admission who are in need of financial support. Teaching and research assistantships are in the jurisdiction of the Department. Graduate enrollment in the Department is very small, running about fifteen students a year, all of whom therefore get a great deal of individual attention. Potential and ability are more important than grade point averages, though we generally expect a B average of all entrants. The number of Black students in the Department seems to run about 15% of the total in the last few years; among them were three graduates of Tougaloo and one of LeMoyne."

Write: Mr. Henry Knepler; Chr., Dept. of Language, Literature and Philosophy
Illinois Institute of Technology; Chicago, Ill. 60616
[general financial aid deadline: Mar. 1]

UNIVERSITY OF IOWA--English

"Martin Luther King, Jr., Scholarship Fund for students from minority backgrounds (mainly from this area, but a few from the South). Special advisor to Black students and recruiter for Martin L. King students: Mr. Philip Jones, Office of Admissions. Admission to University on King Scholarship currently limited to students meeting the published admission thresholds as interpreted by Mr. Jones.

"Afro-American Cultural Center - a student center for soul support.

"Black Students Association active on campus.

"Center for Afro-American Studies, Philip Hubbard, Chm.; Robert Corrigan, Exec. Secy. An interdepartmental, degree program.

"Adequate and growing number of courses coordinated and systematically balanced by the Center, with built-in pressure to explore new areas.

"Action Studies Program for student-initiated courses in new areas of interest.

"Black Action Theater group is active on campus, performs 2 or 3 plays (Dutchmen, In White America, etc.). Black students in Writers Workshop actively engaged in finding the shape and substance of the black experience.."

Write: Prof. W.R. Irwin; Dir. of Graduate Study; Dept. of English
Univ. of Iowa; Iowa City, Iowa 52240
[Feb. 1]

UNIVERSITY OF IOWA--American Civilization

"Usual federal scholarship funds plus some university; Emphasis is on potential and motivation in admissions decisions; No admission fee; or, at least the money is not charged when student gets scholarship;

"Tutoring program being instituted;

"In our graduate program, 3 of our 50 students are Negro. In the entire university, 130 out of 18,000 students are black."

Write: Mr. Robert A. Corrigan; Exec. Secy., American Civilization Program
Univ. of Iowa; 376 EPB; Iowa City, Iowa 52240
[Feb. 1]

UNIVERSITY OF WASHINGTON--English[2]

Actively recruited black graduate students by contacting former graduates of the department. Many teaching assistantships available. See also general University of Washington entry.

Write: Dir. of Admissions, Dept. of English
Univ. of Washington; Seattle, Wash. 98105 [Feb. 15]

BROWN UNIVERSITY--American Civilization

[See entry on page 14.]

Foreign Languages

By direct contact:

ILLINOIS INSTITUTE OF TECHNOLOGY--Linguistics

[See entry above, under English].

UNIVERSITY OF TEXAS AT AUSTIN--Slavic Languages

"The only funds available in our department at present are teaching assistantships; our criteria for admission for black students from the South depend on the student's motivation for wanting an M.A. degree; tutorial arrangements can be made if so desired (we do this now as it is). As far as number of black students is concerned, the department here has had only one. He was outstanding; he was a product of Army Language Schools. I know we can turn out better products regardless of standardized test scores. It will be up to the student."

Write: John S. Kolsti; Chairman, Dept. of Slavic Languages
Univ. of Texas; Austin, Texas 78712
[Jan. 15].

UNIVERSITY OF WASHINGTON--Romance Languages[2]

Actively recruiting black graduate students. Currently has 3, two of whom are supported with teaching assistantships. (One of these students was fully supported for a quarter while being specially tutored to improve oral language abilities.) Very concerned faculty, extending special consideration to black applicants both regarding admission and financial aid.

Write: Assoc. Prof. Joseph Sommers; Dept. of Romance Languages
Univ. of Washington; Seattle, Wash. 98105 [Feb. 15]

Philosophy

By direct contact:*

PRINCETON UNIVERSITY

"We are actively interested in locating able Negro graduate students in philosophy, and would welcome assistance from all sources of information as to possible candidates. We are prepared to offer full fellowship support and, where necessary, to offer a fifth year in residence."

Write: James Ward Smith; Prof. of Philosophy
Princeton Univ.; Princeton, N.J. 08540
[Jan. 15]

VANDERBILT UNIVERSITY

"Vanderbilt's Philosophy Department welcomes an interest in its program on the part of black applicants. The funds available for scholarship aid vary from year to year but are such as to support four to eight new students per year, depending on the liberality of government agencies, the number of continuing students who need support, etc. Departmental funds are awarded on merit; they have in fact been awarded to black applicants. In addition, the University has special funds, obtained from the Ford Foundation, which can be awarded only to black appoicants and which can be offered to applicants who meet admission requirements but do not qualify for regular departmental scholarships. Standardized test scores are considered in evaluating an application, but substantial weight is given to past performance, and to such things as potential and motivation as these are revealed in letters of recommendation."

Write: Prof. Donald W. Sherburne; Dir. of Graduate Studies
Department of Philosophy, Vanderbilt Univ.
Nashville, Tenn. 37203
[Feb 15]

By reputation:

COLLEGE OF WILLIAM AND MARY[6]

Write: Dr. Thomas Hearn; Assoc. Prof., Dept. of Philosophy
College of William and Mary; Williamsburg, Va. 23185
[prior to registration]

Art, Music, Speech and Drama

[No specific entries; see Note at beginning of Humanities Section.]

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*[arrived after this section typed]:
BROWN UNIVERSITY

"The dept. of philosophy has been actively recruiting applicants... The main criteria for admission in our dept. is an interest in doing graduate work in philosophy, potential, and motivation. We do not expect the applicants to have a thorough undergraduate training in the field. If admitted, we expect to give them the same background training

(Continued at top of page 14)

that we do in the case of white students who have not majored in the field. The admission fee would be waived. There are at present about 100 black undergraduate students at Brown.." [See general entry for Brown Univ., "by reputation."]

Write: Dean of the Graduate School; Brown University
Providence, Rhode Island 02912

English

(Additional entries [those arriving after deadline].)

BROWN UNIVERSITY--English

Please see Brown University's general policy statement on page 10. Departmental addition to this statement: "If it seems desirable, students admitted under this program will be permitted to take a reduced course program during the first year of residence, or to take courses designed to fill in gaps in their preparation."

Write: Mrs. Barbara K. Lewalski; Graduate Director, English Dept.
Brown Univ.; Providence, R.I. 02912
[Jan. 15]

BROWN UNIVERSITY--American Civilization

"Several fellowships carrying a stipend of $2,200 for the academic year plus remission of full tuition of $2,300 will probably be available. Competition for these fellowships is restricted to members of minority groups or others who have not had the opportunities generally open to other members of society and who possess the ability to complete a Ph.D. program. In the admissions and award decision, careful consideration will be given to achievement measured relative to opportunities open to the candidate in the past. The application fee is waived. There is no special tutorial program but students are permitted to carry less than a full load of course work for the first year."

Write: Dr. Ely Stock; Asst. Chr., American Civilization
Brown Univ.; Providence, R.I. 02912
[Jan. 15]

NATURAL SCIENCES AND MATHEMATICS

Note: Please review institutions having favorable university-wide policies (listed at the beginning of the booklet).

Those interested in both a master's degree and a high school teaching career in science should also see Master of Arts in Teaching (M.A.T.) Programs listed under Professional Schools: Education. Some students who majored in math and/or science may be interested in graduate study in economics (see p. 37ff.).

Biology

By direct contact:

UNIVERSITY OF MICHIGAN--Biochemistry
--Human Genetics
--Physiology

[Please see Univ. of Michigan entry below under Science]

BROWN UNIVERSITY--Biological and Medical Sciences

"We continue to welcome applications for graduate work in the Biological and Medical Sciences from black students. Almost without exception students who are accepted for graduate work are supported by the Division. This support is usually in the form of a teaching assistantship which includes remission of tuition and a monthly stipend. We are aware of the problems of black students and make a concerted effort to provide personal attention and remedial work whenever needed."

Write: Dr. Richard J. Goss; Prof., Biological and Med. Sciences
Brown Univ., Providence, R.I. 02912
[Jan.15]

UNIVERSITY OF WASHINGTON--Biomedical History[2]

Active recruitment of black students. See also general entry on University of Washington.

Write: Dr. Charles W. Bodemer; Prof. and Chair.
Dept. of Biomedical History; Univ. of Wash.
Seattle, Wash. 98105
[Feb. 15.]

UNIVERSITY OF GEORGIA--Zoology

[information blank returned, indicating interest in black students; all information general, however. Also see general entry]

Write: Dr. Dirk Frankenberg, Coordinator of Grad. Studies
Dept. of Zoology; Univ. of Georgia, Athens, Ga. 30601
[Feb. 15]

UNIVERSITY OF WASHINGTON--Physiology[2]

Actively interested in recruiting more black students. Admission to department brings automatic fellowship. Also see general Univ. of Wash. entry.

Write: Dir. of Admissions, Dept. of Physiology
Univ. of Washington; Seattle, Wash. 98105.
[Feb. 15.]

By reputation:

COLLEGE OF WILLIAM AND MARY--Biology[6]

Write: Dr. Garnett Brooks; Assoc. Prof., Dept. of Biology
College of William and Mary; Williamsburg, Va. 23185
[prior to registration]

Chemistry

By direct contact

UNIVERSITY OF TEXAS AT AUSTIN-Chemistry

"Admission to the Graduate School for work in Chemistry is based on essentially the same criteria for all applicants, regardless of color. Indeed, the application form has no place for listing the applicant's color, and this would be known only if the applicant's undergraduate degree is from a Negro college or university, or, in case of application for a Graduate Appointment, by photograph submitted with application. In passing on admission requirements, a somewhat lower score on the verbal section of the GRE would be acceptable for a Negro applicant, provided the applicant had good recommendations from his references. Scholarship funds are available to Negro students on the same basis as for others.

"We make the same effort to recruit Negro graduate students as for any others, and we welcome their application. Several of our Negro Ph.D. graduates occupy faculty positions in such institutions as Huston-Tillotson College, Prairie View A. and M., Texas Southern Univ., and Alabama State College."

Write: Mr. Gilbert H. Ayres, Graduate Adviser; Univ. of Texas
Dept. of Chemistry; Austin, Texas 78712
[Jan. 15]

UNIVERSITY OF MICHIGAN-Biochemistry

[See entry below under Science]

By reputation:

UNIVERSITY OF KANSAS--Chemistry[9]

[A fifth year (or post-baccalaureate) program to prepare a limited number of students for graduate school has been set up by a member of the Department.]

Write: Dir., Fifth Year (post-baccalaureate) Program in Chemistry
Chemistry Dept.; Univ. of Kansas; Lawrence, Kan. 66045

Physics

By direct contact:

CORNELL UNIVERSITY--Physics

"1) Admission: A Black applicant of exceptional promise but deficient background is likely to be admitted and permitted to take undergraduate courses as a graduate student. Apply through normal channels and also write A. Silverman to call attention to the application.

"2) Financial support: Dean Cooke is presently attempting to obtain funds to support students who upon admission do not meet departmental standards. Applicant should write him for information. Money for Research Assistants is unusually scarce, and is presently not sufficient to support new students. If a student with a deficient background is sufficiently competent in Elementary College Physics, he may be considered for a Teaching Assistantship in an introductory course. This possibility should be explored with A. Silverman and the department Chairman.

"3) The most important attribute a candidate can display is the determination to work long and hard to catch up. The brightest fully qualified first year grad. students often work 10 hours a day, 7 days a week. A deficent applicant must be prepared to work harder.

Write: Prof. Albert Silverman; Cornell Univ. Laboratory of Nuclear Stud.
Ithaca, N.Y. 14850
[Feb. 1]

UNIVERSITY OF MICHIGAN--Physics

"Apprentice Teaching Fellowships are available for a small number of graduate students whose academic credentials alone would be inadequate for acceptance. The main criteria for acceptance are motivation and potential ability to do graduate work. Application and admission fees usually waived. Tutorial assistance is provided on a regular basis. Currently about six black graduate students in physics, three are Apprentice Teaching Fellows; more being sought for next year." [also see general Univ. of Michigan entry]

Write: Prof. R.R. Lewis; Physics Dept.; Univ. of Michigan
Ann Arbor, Mich. 48104
[Feb.1]

UNIVERSITY OF WASHINGTON--Physics[2]

[Department canvassed and reported interested; no detailed information given, however. See general entry on Univ. of Wash.]

Write: Dir. of Admissions; Dept. of Physics
Univ. of Washington, Seattle, Wash. 98105
[Feb. 15]

UNIVERSITY OF COLORADO--Astro-Geophysics

"The Dept. of Astro-Geophysics has the regular N.S.F. and N.A.S.A. scholarships available for individuals with good potential and a strong physics and mathematics background. If a student has good potential but lacks a strong physics and mathematics background, then he may apply to the Dept. of Astro-Geophysics for a university scholarship which will provide him funds for a year of study in which he can strengthen his background by taking undergraduate physics and mathematics courses. If he does well then he can be shifted to a NSF or NASA scholarship the next year and begin his graduate courses. The faculty and students would be glad to tutor if the student shows interest."

Write: Dr. Julius London; Chr., Dept. of Astro-Geophysics
Univ. of Colorado; Boulder, Colo. 80302
[Jan. 15]

Science

By direct contact:

SMITH COLLEGE

"Graduate scholarships range from $500 to $3300. One scholarship of $3200 for a graduate of Bennett College. One scholarship of $3200 for a graduate of Spelman College. Emphasis given to potential and over-all record rather than CEEB and GRE scores.

"There are 80 Negro students in the graduate and undergraduate student body."

Write: Mrs. Charlotte G. Cohen; Sec'y., Comm. on Graduate Study
Smith College; Gateway House; Northampton, Mass. 01060
[general financial aid deadline: Feb. 15]

UNIVERSITY OF MICHIGAN

"In medical school and basic science depts. - especially Physiology, Biochemistry and Human Genetics - funds for tuition and other expenses are available. Admission is on an individual basis, and not just from MCAT or GRE. A summer fellowship program to work in research laboratories is a recruitment program for black students. Tutorial and specially paced programs exist (and are not a stigmata for black students only). Medical school freshman class is 9/200 black. A few black students have been enrolled in graduate programs..."

Write: Dr. James Ranck; Assoc. Prof. of Physiology
Univ. of Michigan; Ann Arbor, Mich. 48104
[Dec. 31 or Feb.1]

Mathematics (cont'd. from p. 19)

By reputation:

UNIVERSITY OF DENVER[9]

[Funds reportedly are available, some as Teaching Assistantships]

Write: Prof. H.J. Greenberg; Chm., Dept. of Mathematics
Univ. of Denver; Denver, Colo. 80210
[April 15]

Mathematics

By direct contact:

UNIVERSITY OF CALIFORNIA, BERKELEY

"Interested students should write for information sheet on our Mathematics Opportunity Program, which features special admissions criteria, financial assistance, intensive counseling, and tutoring by volunteers."

Write: J.W. Addison; Chr., Mathematics Opportunity Comm.
Dept. of Mathematics; Univ. of California, Berkeley, Cal. 94720
[Dec. 15]

UNIVERSITY OF MICHIGAN

"Scholarship money available for black students who have some potential in Mathematics; the grades must be reasonably high, although some allowance is made for inadequate preparation due to poor facilities at the undergraduate level. Successful applicants for these funds are usually required to take reduced work-loads, and are sometimes assigned to more advanced students from whom they can receive additional instruction. The size of the scholarships depends upon available funds. At this writing there is one [black] graduate student, although intensive recruiting by mail was attempted last spring."[also see Univ. of Michigan general entry]

Write: Maxwell O. Reade; Assoc. Chr., Dept. of Mathematics
Univ. of Michigan; 3214 Angell Hall; Ann Arbor, Mich. 48104
[Feb. 1]

UNIVERSITY OF WASHINGTON[2]

The department is making a concerted effort to recruit more black graduate students and members of other minority groups. We are interested in black students with identifiable potential for graduate study, as well as those who meet the usual entrance criteria (SPA, etc.) we are prepared to give special consideration to such applicants, especially with regard to financial support. Also see general entry on Univ. of Washington.

Write: Dr. Thomas Hungerford, Assoc. Prof.; Dept. of Mathematics;
U. of Wash.; Seattle, Wash. 98105
[Feb. 15]

By reputation:

INDIANA UNIVERSITY[9] [Special fellowships; see p. 9]

PURDUE UNIVERSITY[7]
Write: Dir. of Admissions; Grad. Dept. of Mathematics
Purdue Univ.; W. Lafayette, Ind. 47907 [Feb 1]

UNIVERSITY OF WISCONSIN
[Should be listed "by direct contact," but arrived late.]
Write: Dr. John A. Nohel; Dept. of Mathematics
219 Van Vleck Hall; Univ. of Wisconsin
Madison, Wisc. 53706 [Feb. 1]

UNIVERSITY OF DENVER[9]--see entry at bottom of p. 18.

SOCIAL SCIENCES

Political Science

Note: Also check:

(a) general listings of favorable university-wide policies (Section II);

(b) M.A.T. Programs (for those interested in teaching government to high school students (Section IV, Education);

(c) related listings in the social sciences, especially Public Administration and Urban Affairs, History, general Social Science entries and Cross-disciplinary Programs (including American Civilization, African Studies, Latin American Studies and International Affairs); and

(d) Section V, for a small summer internship program in state and local government.

By direct contact:

UNIVERSITY OF CALIFORNIA, BERKELEY

"From the entire University student body of about 27,000 students, about 700 are Negroes. This year we have given approximately 35-40 fellowships ranging anywhere from the 50 dollar minimum fee to a full $2500 stipend depending on need. This is the first year such a program is available to graduate students. There is a definite acceleration of recruitment of black students. In the Political Science Graduate Dept. formerly 0 students. Last year we got 2 and this fall we have taken in 6 more."

Write: Mr. Todd LaPorte, Asst. Prof. of Political Science
Univ. of Calif.; Berkeley, Calif. 94720
[general financial aid deadline: Dec. 15]

KANSAS STATE UNIVERSITY

"This department, along with History, and Sociology, is establishing a Graduate Opportunity Fellowship/Internship Program for graduates of selected Southern colleges, the majority of which are black institutions. The program, planned to begin in 1969-1970, will feature two years of fellowship-supported M.A. study followed by a one-year college teaching internship.

"The Political Science Department employs several part-time research assistants in positions for which we would quite seriously give black students special consideration.

"The only standardized test scores presently required for graduate admission are those from the English language (TOEFL) examinations given to foreign students. A statement of objectives is requested of all applicants. Students given only provisional admission to our program have often proved successful.

"The department enjoys close faculty-student contact and communication, a factor we have found important both to the intellectual development and to the later success of both foreign students and students from smaller colleges in the Midwest."

Write: Mr. William W. Boyer; Head, Dept. of Political Science
Kansas State Univ.; Manhattan, Kansas 66502
[March 15]

UNIVERSITY OF MICHIGAN
[Please see general Univ. of Michigan entry]

UNIVERSITY OF TEXAS

"Substantial number of fellowships and assistantships are available. Priority is given to students planning to take Ph.D. and showing promise of eventually receiving that degree. Department is particularly anxious to receive some applications from black students of such quality.

"GRE aptitude scores are required but will be discounted in the case of students whose records at reasonably good schools are impressive or who have impressive letters of recommendation from academics who are themselves familiar with the demands of graduate work at major institutions. Such testimony to a high level of intellectual potential will carry a long way with this department's admissions committee.

"There is no admission fee, as such...[Fellowships and] substantial loan funds are available. Part-time employment is fairly readily available but at absurdly low wages in most cases.

"Graduate Union of Political Scientists has indicated willingness to undertake tutorial work with first-year graduate students whose backgrounds are deficient...

"Black students are presently about one per cent of the total student body. There are none in the graduate program of this department, though there have been in the past, and one Ph.D. was awarded to a black student. The Department would like several such students."

Write: Mr. Murray C. Havens; Assoc. Prof. of Govt.& Grad. Adviser
Univ. of Texas; Austin, Texas 78712
[Jan. 15]

By reputation:

VANDERBILT UNIVERSITY[3]

[See general entry for Vanderbilt Univ.]

UNIVERSITY OF CALIFORNIA AT LOS ANGELES[6]

Write: Prof. Ernest Engelbert; Dept. of Political Science
Univ. of California at Los Angeles
Los Angeles, Calif. 90024
[Jan. 10]

←UNIVERSITY OF CHICAGO--see entry on page 32

Public Administration and Urban Affairs

Note: Please check:

(a) general university listings (Sec. II);

(b) related listings in the social sciences, esp. Political Science, Sociology, and Cross-disciplinary Programs (including American Civilization, African Studies, Latin American Studies and especially International Affairs); and

(c) Sec. V, for a small summer internship program in state and local government, and a federally-financed fellowship program in this field.

By direct contact:

FEDERAL CITY COLLEGE--Urban Affairs[1]

Master's degree program; see general Federal City College entry.

NEW YORK UNIVERSITY--Public Administration

"N.Y.U. in general and the Graduate School of Public Administration in particular has a policy of 'discrimination in reverse,' i.e., black students-- under the Martin Luther King scholarship program-- do not have to meet the same rigid entrance requirements as whites. At least 10% of the students at G.P.A. are blacks." [also see general New York Univ. entry]*

UNIVERSITY OF PENNSYLVANIA--City Planning

"The planning field has become increasingly recognized as one that is both relevant to the black community and that offers a wide range of opportunities to black students. At Penn., efforts are now being made to recruit and subsidize a substantial contingent of black students for fall, 1969, enrollment. Present enrollment of blacks is eleven; prospective enrollment is an additional 15-20 out of each new class of 45-50. Admissions criteria are flexible, but performance in undergraduate school is important. Graduate programs are tailored to individual needs, and can include a work-study program with Philadelphia City Planning Commission and other agencies."

Write: Mr. Paul L. Niebanck, Chairman, Dept. of City and Regional Planng.
Univ. of Pennsylvania; Philadelphia, Pa. 19104
[Jan. 15]

UNIVERSITY OF PITTSBURGH--Public Administration, Urban Affairs, Economic and Social Development, International Affairs

"We have two funds exclusively for blacks--Noyes and Ford fellowships--and we recruit for applicants. We require no standardized test scores, in fact have taken people without an undergraduate degree. Awards are given competitively, however, on the basis of one or a combination of the quality of references, motivation of the student, past academic record, etc.

"All our other fellowships are naturally also open to black students in all areas of the school [see fields listed above]. We currently have 14 Black students in a full-time enrollment of 210 and we seek to increase this ratio significantly in the next few years if we can find good candidates. Please encourage applications."

Write: Admissions Officer, Graduate School of Public & Intl. Affairs
Univ. of Pittsburgh; Pittsburgh, Penna. 15232
[March 15]

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*Write: Prof. Keith M. Henderson; Div. Officer for Student Activities
Graduate School of Public Admin.; New York Univ.
4 Washington Square North; New York, N.Y. 10003 [Feb. 1]

SYRACUSE UNIVERSITY: MAXWELL SCHOOL--Public Administration

"The faculty and administration of the Public Administration program at the Maxwell School are deeply interested in applications from Negro and other minority groups to their graduate program. Applicants to the program are carefully screened for strengths, motivation, and potential. Provisions can be made for background study and reduced load where there is a need. Four Negro students are in the current program and each has received financial assistance. Most of the graduates of the Public Administration program pursue public service or academic careers."

[additional information from another faculty member: "In the past several years, the Public Administration Programs have actively recruited black applicants from both black schools and other colleges and universities...In some cases, applications are "color blind" and there is no way to identify the black applicant. Some kind of identification would be helpful if applicants are to be included in any of the special efforts that will be made in the future."]

Write: Mr. Harvey A. Martens; Dir., Public Administration Program
Syracuse Univ.; 211 Maxwell School; Syracuse, N.Y. 13210
[Feb. 15]

PRINCETON UNIVERSITY: WOODROW WILSON SCHOOL--Public and Intl. Affairs

"The Woodrow Wilson School offers a two-year program of graduate education in applied social science for talented young college graduates intending to enter active careers of policy-making responsibility in public and international affairs. All admitted students receive full fellowships that cover tuition ($2,250) plus a cash stipend of from $2000 to $3600 depending on family status.

"An active recruiting program is aimed particularly at attracting talented minority-group members. Offers of admission were extended to ten black students in 1968, of whom eight entered the School in September 1968. Total admissions each year are 40-45.

"Admissions are based upon academic performance and evidence of talent for leadership and effectiveness in the world of public affairs. The application fee can be waived in cases of financial hardship."

Write: Mr. Ira D. Silverman; Dir., Graduate Admissions
Woodrow Wilson School of Public & Intl. Affairs
Princeton Univ.; Princeton, N. J. 08540
[Jan. 15]

By reputation:

CALIFORNIA STATE COLLEGE AT HAYWARD[6]

Write: Mr. Richard VrMeer; Prof. of Public Administration
California State College at Hayward
Hayward, Calif. 94542
[no specified closing date; $5 application fee]

UNIVERSITY OF NORTH CAROLINA--City and Regional Planning[3]
[Master's degree program]

Write: Chr., Dept. of Urban and Regional Planning
Univ. of North Carolina; Chapel Hill, N.C. 27515
[Feb.1]

History

Note: Also check:

(a) general university listings (Sec. II);

(b) M.A.T. Programs (for those interested in teaching history at the high school level; Sec. IV, Education); and

(c) other Social Science listings, esp. Urban Affairs, Political Science, general Social Science entries, and Cross-disciplinary Programs (including American Civilization, African Studies, Latin American Studies, and International Affairs).

By direct contact:

UNIVERSITY OF CINCINNATI

"Besides the regular program for graduate students, ... we have a Danforth program in operation. It is for disadvantaged students who would not otherwise be able to attend graduate school. Students are selected on the basis of potential rather than on the basis of scores on achievement tests or on grade averages. The stipend for the students is $3,000 per year and they are given special tutoring and advising to enable them to profitably utilize the program. Currently we admit about three students a year in this program.

"At present we have 5 Negro graduate students in the department of about 70 students. The total student enrollment has 9 to 10% Negroes."

Write: Mr. W.D. Aeschbacher; Head, Dept. of History
Univ. of Cincinnati; Cincinnati, Ohio 45221
[general financial aid deadline: Feb. 15]

EASTERN KENTUCKY UNIVERSITY

"Admission is determined by the Department of History in cooperation with the Graduate School. The following is required of each candidate:

Satisfactory performance on the Graduate Record Examination, including the Advanced test in History (800 overall on the verbal and quantitative sections, and at least 450 on the advanced test in History) before or during the first summer or regular academic year the student is enrolled; high standard of undergraduate achievement (normally a 2.75 over-all average on a 4.0 scale); completion of a satisfactory undergraduate major in history; and two faculty letters of recommendation.

"Graduate assistantships are available paying at least $1,800 for the regular academic year (2 semesters) and including waiver of tuition...Each application for graduate assistantship must be accompanied by GRE scores and a transcript indicating an undergraduate grade point of at least 3.0 (on a 4.0 scale)."

Write: Dr. George U. Robinson; Chr., Dept. of History
Eastern Kentucky Univ.; Richmond, Ky. 40475
[May 1]

KANSAS STATE UNIVERSITY

"Grants will be available which should relieve black students of financial worries. Also, tutorial programs are recognized as important aspects of our graduate program for black students who need such help.

"The atmosphere at Kansas State is not ideal, for black or white students, yet it is certainly a step ahead of American society in general...blacks and whites alike have responded well to our course in Black American history and to Black/White dialogues organized under our non-credit University for Man structure.

"Although I am personally pessimistic about the possibilities of American society dealing creatively with the plight of the Black American, I must say I am hopeful in regards to the White Problem on the K-State campus."

[The history department, along with Political Science and Sociology, is establishing a Graduate Opportunity Fellowship Internship Program for graduates of selected Southern colleges, the majority of which are black institutions. The program, planned to begin in 1969-1970, will feature two years of fellowship-supported M.A. study followed by a one-year college teaching internship.][1]

Write: Mr. A. Michal McMahon; Lecturer, Dept. of History
Kansas State Univ., Manhattan, Kan. 66502
[March 15]

STANFORD UNIVERSITY[3]

"This Department is committed to seeking applicants of minority groups who are qualified by their preparation and commitment to a career of teaching and scholarship. The Department is strongest in the fields of modern European (including East European) and American history. It also has unusual strength in East Asian and Latin American history, and is participating in the multi-disciplinary development of African and Afro-American studies at Stanford.

"While it does grant the M.A. degree, normally at the end of the first graduate year, this Department expects all of its graduate students to work for the Ph.D. degree. We are striving to provide conditions affecting requirements and availability of financial aid that will allow a student who makes normal progress to achieve the Ph.D. degree in four years...We make every effort to provide opportunities for overseas research on dissertations in non-American fields."

Write: Dr. George H. Knoles, Exec. Head, Dept. of History
Stanford Univ.; Stanford, Calif. 94305
[Jan. 15]

STATE UNIVERSITY OF NEW YORK AT ALBANY

"Scholarship funds: difficult to say at this point, though the university's commitment to furthering educational opportunities for black students suggests reason for optimism. Federal funding has been available in the past ot launch our undergraduate program [see below].

"Admission criteria: would probably be relaxed if evidence suggests that a student will be able to make up deficiencies and eventually meet degree requirements.

"Recruitment efforts: the 200-student quota (per year) for our new undergraduate program for black students with deprived educational backgrounds was filled this fall by active university recruitment, including country-wide search. I think this...reflects the attitude we will have to a similar increase of black graduate students.

"Admission fee: I can not say whether waiver or deferment will be granted, but I am optimistic. We will certainly make any necessary effort to that end.

"Special programs: I think my department can organize tutorial or other programs to enable students who need it to make up undergraduate deficiencies."

[Curriculum: SUNY at Albany is in the process of developing a "special and substantial program in Afro-American history on the graduate level."]

Write: Prof. H. Peter Krosby; Chr., Dept. of History
State Univ. of New York at Albany
1400 Washington Ave.; Albany, N.Y. 12203
[Feb. 15]

UNIVERSITY OF VIRGINIA

"Although the University of Virginia has no funds especially earmarked for black students, many of our departments now have policies highly favorable to their admission and support. The history department encourages black applicants, and will offer assistance to qualified students who want scholarship help through the use of funds at the disposal of the University, or by helping the student in applying for outside scholarships. The determination of qualifications for graduate school is not based solely upon standardized tests, but upon the over-all picture of the student's performance and motivation. Such a policy is favorable to the student of ability who has been disadvantaged in his earlier education. We feel that for a department the size of ours, our teachers offer a considerable amount of time and personal attention to our students, and that this circumstance actually represents tutoring, even though no particular organization exists for this purpose. Our black enrollment is so far much smaller than we like it to be, with only 5 students out of approximately 184 in residence in our department."

Write: Assoc. Prof. Willie Lee Rose; Dir. of Graduate Studies
Univ. of Virginia; B-15 Cabell Hall; Charlottesville, Va. 22901
[March 1]

By reputation:

SMITH COLLEGE[8]

Write: Mr. Allen Weinstein; Dept. of History
Smith College; Northampton, Mass. 01060 [Feb. 15]

Economics (late entry)

STANFORD UNIVERSITY[3]

"The Economics Department is eager to increase its enrollment of promising black graduate students." Two new offerings, a field of study in Urban Economics and an Institute for Public Policy Research, might be of particular interest to Afro-American applicants. Two black graduate students are available to answer applicants' questions.

Fellowships (minimum $2000 + tuition) are renewable upon review. Provisions with financial aid are made for students with (cont'd. p.38, bottom)

Cross-disciplinary Programs

Note: Also review:

(a) general university-wide listings (Sec. II); and

(b) related specific subjects in the social sciences.

American Civilization

By direct contact:

UNIV. OF IOWA

"Usual federal scholarship funds plus some university;
"Emphasis is on potential and motivation in admissions decisions;
"No admission fee; or, at least the money is not charged when student gets scholarship;
"Tutoring program being instituted;
"In our graduate program, 3 of our 50 students are Negro. In the entire university, 130 out of 18,000 students are black."

Write: Mr. Robert A. Corrigan; Exec. Secy., American Civil. Prog.
Univ. of Iowa; 376 EPB; Iowa City, Iowa 52240
[Feb. 1]

BROWN UNIV.

For general information on Brown University's interest, see the university-wide listings, page 10. The American Civilization department is reportedly interested in enrolling a limited number of students of disadvantaged cultural or academic background in its Ph.D. program; the department is willing to permit such students to take a lighter course load than normal during the first year. [Also see information obtained directly from dept. (which arrived too late to be included here) under III. Grad. Depts.Human.p.14.]

Write: Mr. Ely Stock; Asst. Chr., American Civilization
Brown Univ.; Providence, Rhode Island 02912
[Jan. 15]

Afro-American Studies

Note: A number of graduate schools have reported that programs in Afro-American Studies are in the planning stages (specifically, Cornell Univ., Stanford Univ. and State Univ. of New York at Albany). Almost all of the graduate institutions listed in this booklet have course offerings on the Afro-American experience, whether in history, literature or sociology departments.

However, as the booklet goes to press, no university has sent information on a fully developed, degree-granting graduate program with this exception; one source (not the director of the program, however) at the University of Iowa stated that Iowa had a Center for Afro-American Studies, an interdepartmental degree program. For information, write Mr. Robert Corrigan [see general Univ. of Iowa entry for address]. A Black Studies curriculum at the Univ. of Calif., Berkeley, was also referred to in a letter. Also see note, p.29.

African Studies

Note: Also see entries (below) under International Affairs, some of which include African Studies as an area of specialization; a summer program of interest is "Crossroads Africa"; see page 74.

By direct contact:

UNIVERSITY OF CHICAGO[1]

The Committee on African Studies at the University of Chicago is not a separate program to which a degree is attached. The Committee does, however, coordinate course offerings on Africa in six social science departments and makes scholarship money available on a matching basis with these departments to students who indicate that one field of specialization will be African Studies.

The cooperating departments are political science, history, sociology, economics, education, and anthropology (which is itself said to have a strong program in Africa). When applying to a particular department, students should specify that African Studies is a field of special interest.*

Write: Dir. of Graduate Admissions (specifying the department in which most of the work will be done)
Univ. of Chicago; Chicago, Ill. 60637; or

Write: Mr. Philip Foster, Committee on African Studies,
Gates-Blake 426; Univ. of Chicago.; Chicago, Ill. 60637
(for specific information on the Committee)
[Feb. 1]

MICHIGAN STATE UNIVERSITY

There is an African Studies Center at Michigan State; a program entitled Linguistics and Oriental and African Languages offers the M.A. degree (only). Also see general Michigan State entry.

UNIVERSITY OF WISCONSIN

Wisconsin has a graduate program in African Languages and Literature; see general entry in Section II.

By reputation:

HOWARD UNIVERSITY

M.A. (only) offered in African Studies; see general Howard entry under "by reputation".

THE JOHNS HOPKINS UNIVERSITY SCHOOL OF ADVANCED INTERNATIONAL STUDIES[4]

See entry below under International Affairs.

INDIANA UNIVERSITY[4]

Indiana Univ. offers an African Studies Program; see general entry, "by reputation."

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*Many Univ. of Chgo. Depts. admit only candidates for the Ph.D degree.

NORTHWESTERN UNIVERSITY[6]

Northwestern's program in African Studies is reputedly particularly strong in linguistics.

Write: Office of the Graduate School (specify interest in African Studies)
Northwestern Univ.; Evanston, Ill. 60201
[Feb. 15]

Latin American Studies

Note: Also see entries below under International Affairs, some of which include Latin American Studies as an area of specialization.

By direct contact:

NEW YORK UNIVERSITY

The Ibero-American Language and Area Center includes Brazilian Studies (M.A. only) and Spanish-American literature. Also see New York Univ. general entry in Section II.

PRINCETON UNIVERSITY

A limited number of fellowships available for one year of field work experience in Latin America. Check Princeton's general entry, but

Write: Doherty Fellowship Committee; Program in Latin American Studies
240 E. Pyne; Princeton Univ.; Princeton, N.J. 08540
[Feb. 1]

VANDERBILT UNIVERSITY

The Latin American Studies Graduate Center at Vanderbilt grants the M.A. degree only; fellowships are available. Review Vanderbilt's general entry, Section II.

UNIVERSITY OF WISCONSIN

An Ibero-American Area Studies Program grants the M.A. degree (only). See Wisconsin university-wide entry.

YALE UNIVERSITY

In 1965 the Language and Area Study for Latin America was established as an interdisciplinary program. Apply through the regular department in which the student's work would be centered; see general Yale Univ. entry.

By reputation:

UNIVERSITY OF CHICAGO

Recently the University of Chicago set up the Committee on Latin American Studies, a non-degree-granting, cross-disciplinary program (similar in organization and function to the Committee on African Studies at Chicago; see that entry above). Committee fellowships are available; students should, however, apply through a regular University department, specifying an interest in Latin American Studies.

THE JOHN HOPKINS UNIVERSITY SCHOOL OF ADVANCED INTERNATIONAL STUDIES[4]

See entry below under International Affairs.

INDIANA UNIVERSITY

There is a program in Latin American Studies; see general Indiana Univ. listing, "by reputation."

STANFORD UNIVERSITY[3]

A Department of History Memorandum states that the department "has unusual strength in Latin American history . . ." See the Stanford Univ. entry above under History.

UNIVERSITY OF SOUTHERN CALIFORNIA

The Univ. of Southern California has a program in Latin American Studies; see the University's general entry, Section II, "by reputation."

TUFTS UNIVERSITY

Tufts University has a special Latin American Teaching Fellowships Program, with awards granted for a 15-month period (including a summer orientation program) which enables the recipients to teach in Latin America for that period. Deadline March 15. See Tufts Univ. entry below under International Affairs.

International Affairs

Note: Also see Latin American and African Studies Programs listed above, as well as History and Public Administration offerings.

For information on the Foreign Affairs Scholars Program at Howard University (which prefers to take undergraduate juniors but takes some seniors and is designed as preparation for graduate study in the field), see Section V.

By direct contact:

UNIVERSITY OF PITTSBURGH--Economic and Social Development
--International Affairs

Please see entry for the University of Pittsburgh under Public Administration and Urban Affairs.

PRINCETON UNIVERSITY: WOODROW WILSON SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

Please see entry for the Woodrow Wilson School under Public Administration and Urban Affairs.

By reputation:

THE JOHNS HOPKINS UNIVERSITY SCHOOL OF ADVANCED INTERNATIONAL STUDIES[4]

Degree programs are offered in three major fields; Diplomacy and International Relations; International Economics; and International Studies, the last field including as sub-categories: Africa, Asia, Europe, Latin America, the Middle East and the Soviet Union.

This year between two and five large fellowships have reportedly been designated for black students. (Graduates of unaccredited institutions are not accepted.)

Write: Mr. Robert Strider, Johns Hopkins Univ. School of Advanced Intl. Studies
Baltimore, Maryland 21218
[March 1]

TUFTS UNIVERSITY: FLETCHER SCHOOL OF LAW AND DIPLOMACY[4]

Write: Mr. Charles N. Shane; Asst. Dean, Fletcher School of Law and Diplomacy
Tufts Univ.; Medford, Mass. 02155
[Feb. 15]

Political Science (late entry)

UNIVERSITY OF CHICAGO

The University of Chicago's Department of Political Science is now actively engaged in diversifying its student body, especially by seeking students from schools which historically have sent few candidates to Chicago.

Evaluation of applications will place heavy emphasis on judgments expressed in recommendations and on evidence of potential in the individual's areas of interest, rather than on GRE scores, etc. The student has considerable choice in forming his program of study, increasingly including programs focused on contemporary issues. For additional information, contact Chairman, Dept. of Political Science.

Upon request (to the Univ. Dir. of Admissions), application fees can be deferred until acceptance.

Write: University Dir. of Admissions; Divn. of Social Sciences
Univ. of Chicago; Chicago, Ill. 60637; and

notify: Prof. Kenneth Prewitt, Dept. of Pol. Sci., that you have applied.
[Applications from qualified candidates will be accepted through late spring, though earlier applicants are in a better position for financial aid.]

Sociology and Anthropology

Note: Please check the listing of institutions with favorable university-wide policies in Section II.

Other listings in the social sciences might also be relevant, esp. Interdisciplinary Fields, Public Administration and Urban Affairs, and the general Social Sciences category.

By direct contact:

UNIVERSITY OF CALIFORNIA, BERKELEY--Sociology

"During the fall of 1967 the Department of Sociology began a program to recruit Black (and other minority, e.g., Mexican-American) graduate students. All students who are admitted in this program will receive fellowships or other financial aid, either through the Department or the Graduate Division. We can have admission fees waived as well as tuition and other fees. We are more interested in potential and motivation than in past grades or test scores. The new graduate student class of 45 which entered Fall 1968 included nine Black students; at present there are 13 Blacks among the 200 or so Graduate students is sociology; on the Berkeley campus as a whole there are perhaps 500 Afro-American students. The Sociology department is particularly interested in race relations and urban problems; now courses on the Afro-American experience and related topics are being planned both in the Department and the new Black Studies curriculum. An Institute on Race and Community Relations is also in the planning stage."

Write: Dr. Robert Blauner; Assoc. Prof., Dept. of Sociology
U. of California, Berkeley; Berkeley, Calif. 94720
[general financial aid deadline: Dec. 15]

UNIVERSITY OF CHICAGO--Sociology[2]

Eighty per cent of the students in the Department of Sociology at the University of Chicago receive some financial aid. While none of the aid is earmarked specifically for black students, special efforts are made to support some minority group students who would not be eligible for regular fellowships because of deficient academic preparation. In addition to financial aid, the Department has a student-organized tutorial program, of which any student can take advantage; it also will make special arrangements on the length of time allowed for completion of the Ph.D. program, and for the intensity of the study load. Admission is throughout the academic year.

[Note: the Department of Sociology does not accept candicates for the Master's degree, only for the Ph.D.][1]

Write: Dir. of Graduate Admissions (specifying Sociology Dept.)
University of Chicago; Chicago, Ill. 60637 [Feb. 1]

KANSAS STATE UNIVERSITY--Sociology & Anthropology

"This department, along with Political Science and History, is establishing a Graduate Opportunity Fellowship/Internship Program for graduates of selected Southern colleges, the majority of which are black institutions. The program, planned to begin in 1969-1970, will feature two years of fellowship-supported M.A. study followed by a one-year college teaching internship."

Write: Dr. Eugene Friedmann; Chr., Dept. of Sociology & Anthropology
Kansas State University; Manhattan, Kan. 66502
[Mar. 15]

MARTIN LUTHER KING, JR., SCHOOL OF SOCIAL CHANGE--
(for work in various types of movements)

"The King School has a limited number of scholarships available for students who need financial help. The scholarship funds plus other possible ways of securing funds through the King School make it so that anyone who is seriously interested in preparing for work in the inner city, ghetto, or in some other type of movement can attend. The King School has made it their plan to look carefully over the individual's application and if the situation warrants it, to waive admission fees and to provide other helps. Since the King School is quite small, professors have always been willing to give additional help to students who are in need of such assistance."

Write: Dr. Theodore Jones, Chairman
Martin Luther King, Jr., School of Social Change
Crozer Theological Seminary; Chester, Penna. 19013
[no deadline specified]

MEMPHIS STATE UNIVERSITY--Sociology

"Teaching and Research Assistantships are available. An average of 2.5 (on a 4.0 point scale), a score on Miller's Analogy of 27, or a GRE score of 400 verbal and 800 total is needed for admission to the graduate school. In addition to teaching and research assistantships, a $2,000 stipend is given annually. About 15% of the students are Negro."

Write: Dr. Eugen Schoenfeld; Assoc. Prof.
Bureau of Social Research; Memphis State Univ.
Memphis, Tenn. 38111 [April 15]

UNIVERSITY OF TEXAS--Anthropology

"The Department of Anthropology has no special economic inducement to offer to black applicants. Our general policy, however, both on the consideration of admission to graduate work and for fellowship applications is to weight the application of the black applicant with something approximating a 10% preference in comparison with a white student. This is similar to the so-called veteran's preference used in the Civil Service. While most of us as individuals have operated on this basis in the last few years, it has not been explicitly formulated as a policy. In order to answer your questions, I have consulted with the Chairman of our Department, and we now have a consensus that this is indeed our policy on consideration of admissions and fellowship awards."

Write: Mr. Richard P. Schaedel; Prof. of Anthropology
Univ. of Texas; 214 Archway, Austin, Texas 78712
[Jan 15]

UNIVERSITY OF TOLEDO--Sociology

"We have no special recruitment strategies, but we have a favorable view towards those who can meet minimum qualifications [i.e., graduates of accredited colleges, usually with a 2.7 cumulative grade average (based on a 4.0 system) and work in sociology giving evidence that the applicant would be able to pursue graduate work. All applicants with less than a 2.7 average are required to forward results of the GRE Aptitude Test.]

"We even have money now for graduate students who qualify minimally."

Write: Dr. Neil Palmer; Chr., Dept. of Sociology
Univ. of Toledo; Bancroft Ave., Toledo, Ohio 43606
[March 1]

WASHINGTON UNIVERSITY
(St. Louis)--Sociology[1]

Washington University is interested in recruiting black students; the problem in the past has been that few have applied.

Since virtually all students admitted are supported by scholarships, fellowships or assistantships, the University is in a good position to support qualified black applicants.

[It may be possible to waive the application fee in cases of need.]

Write: Mrs. Irene Brown; Admin. Asst., Dept. of Sociology
Washington Univ.; St. Louis, Mo. 63130
[Feb. 15]

SMITH COLLEGE-Fifth Year Program in Sociology and Anthropology

[Please see Fifth Year Programs listed in Section V.]

By reputation:

COLLEGE OF WILLIAM AND MARY--Sociology[6]

Write: Dr. R. Wayne Kernodle; Chr., Dept. of Sociology
College of William and Mary; Williamsburg, Va. 23185

HARVARD UNIVERSITY--Social Relations[1]

Write: Dir. of Admissions or Grad. School Office for Scholarships
Harvard Univ. (specify Dept. of Social Relations);
Cambridge, Mass. 02138 [Dec. 1]

UNIVERSITY OF MASSACHUSETTS--Sociology[6]

Write: Prof. William Wilson; Dept. of Sociology
Univ. of Massachusetts; Amherst, Mass. 01003 [Feb. 1]

STANFORD UNIVERSITY--Anthropology[3]

[Stanford's Anthro. Dept. recently has developed a program to recruit black students.] Write: Dir. of Admissions; Dept. of Anthropology; Stanford Univ.; Stanford, Cal. 94305 [Jan. 15]

Economics

Note: Also check:

(a) general university listings (Sec. II);
(b) M.A.T. Programs in the social sciences (for those interested in teaching secondary students; Sec. IV, Education);
(c) other listings in the social sciences, e.g., Public Administration, Urban Affairs, general Social Science entries, and Cross-disciplinary programs (esp. International Affairs); and
(d) for a special summer institute in economics (preparatory for graduate study), see Section V.

By direct contact: (also see p. 38, top, and p. 27, bottom.)

UNIVERSITY OF ILLINOIS

"Admission criteria: Grade point average of 4.0 or higher (5.0 scale) over last 60 hours of undergraduate work; students with averages below 4.0 are considered on an indicidual basis. GRE scores recommended.

"The Department encourages applications from black students and has for several years sent a representative to predominantly Negro colleges in the South to recruit graduate students. A variety of types of financial assistance exists; more detailed information and application forms available on request.

"The University has also launched a program of Special Education Opportunities for disadvantaged groups. More general information regarding black student life at the University can be obtained from the Black Students Association; 284 Illini Union; Urbana, Ill. 61801." [Also see general Univ. of Illinois entry.]

Write: Prof. R.W. Gillespie; Vice Chr., Dept. of Economics
Univ. of Illinois; Box 111 Commerce West; Urbana, Ill. 61801
[Feb. 15]

By reputation:

COLLEGE OF WILLIAM AND MARY[6]

Write: Dr. Leonard Schifrin; Chr., Dept. of Economics
College of William and Mary; Williamsburg, Va. 23185

UNIVERSITY OF CHICAGO[3]

Write: Dir. of Graduate Admissions [specify Economics]
Univ. of Chicago; Chicago, Ill. 60637
[Feb. 1]

CORNELL UNIVERSITY[3]

[Dr. Sowell is Coordinator of the Summer Intensive Training Program in Economic Theory at Cornell.]

Write: Dr. Thomas Sowell; Dept. of Economics
Cornell Univ.; Ithaca, N.Y. 14850 [Feb. 1]

UNIVERSITY OF MINNESOTA[3]

[Also see general entry, p. 10.]

Write: Prof. John A. Buttrick, Dept. of Economics
Univ. of Minnesota; Minneapolis, Minn. 55455 [Feb. 15]
[Note: Info. for "by direct entry" arrived too late to include.]

UNIVERSITY OF TEXAS

[This entry would have been more detailed had it not arrived after the deadline.]

Write: Mr. Wendell Gordon; Grad. Adviser, Dept. of Economics
Univ. of Texas; Austin, Tex. 78712
[Jan. 15]

Psychology

Note: Also check:

(a) general university listings;
(b) related listings in the social sciences (e.g., Sociology); and
(c) Education (in Sec. IV, Professional Schools).

By direct contact:

COLLEGE OF WILLIAM AND MARY

"All graduate students receive tuition scholarships plus teaching, research, or clinical assistantships in psychology."

Write: Dr. Virgil V. McKenna; Assoc. Prof. of Psychology
College of William & Mary; Williamsburg, Va. 23185
[no deadline specified]

UNIVERSITY OF CHICAGO

"An applicant to the Department of Psychology is considered for admission on the basis of his Graduate Record Exam scores, his Grade Point Average in college, and his letters of recommendation. The Department takes into account the student's motivation and academic potential by means of an autobiographical sketch approximately five pages long which includes information on his family background, as well as his educational aims.

"All applicants to the Department of Psychology are considered for scholarship assistance which is based on need and academic potential. In special cases, it might be possible to arrange for a waiver of the admission fee, but this would be based, in part, on information furnished by the applicant in a letter to the Department indicating interest in applying, and what his financial status is. If students enter the Department with deficiencies or inadequate preparation in Psychology, special programs might be arranged to meet the individual's needs. At present, there are only two black graduate students in the Department of Psychology. However, the Department would like to have more."

Write: M. Brewster Smith; Chr., Dept. of Psychology
Univ. of Chicago;; 5848 S. Univ. Ave.; Chicago, Ill. 60637
[general financial aid deadline: Feb.1]

UNIVERSITY OF MARYLAND

"First, we require an application which gives us considerable information about a person in addition to his Grade Point Average. It tells us his areas of interest, it allows us to evaluate his rationale for desiring psychology at Maryland, and it gives us some information about facets of the person other than grades.

(Econ, Stanford, cont'd from p. 27) deficient prior training to extend regular 4-year program to 5. Write: Dr. James Rosse; Encina 423; Stanford Univ.; Stanford, Cal. 94305 [Deadline for this program: Feb. 15]

"Second, we want the Miller Analogies Test, the Graduate Record Examination, and letters of reference. We find these helpful in evaluating the application.

"As far as requirements, we prefer students with strong undergraduate backgrounds in psychology, math and science. A minimum requirement in psychology consists of 12 hours with courses in general, statistics, experimental and tests and measurements. The minimum grade requirements are a 2.7 average overall and 3.0 in psychology [on a 4.0 scale?. ed.] Actually, the students accepted here have much higher averages than the minimum listed. As far as financial support, most of our students do have financial aid."

Write: Dr. Irwin L. Goldstein; Assoc. Prof. & Asst. Chr., Dept. of Psy.
Univ. of Maryland; College Park, Maryland 20742
[April 15]

WESTERN WASHINGTON STATE COLLEGE

"Graduate programs are just developing with minimum of centralization [in psychology: general, counseling, school, clinical]. Psychology department (M.S.) very open to all applicants--as yet no special efforts for black or other minority groups. Individual attention assured. Approximately 125 black undergraduates with Black Student Union and tutoring program organized; also organized attention to Indian and Spanish-American undergraduates."

Write: Dr. William Heid; Asst. Prof. of Psychology
Western Washington State College; Bellingham, Wash. 98225
[July 15]

STANFORD UNIV. (see entry at bottom of page below)

By reputation:

UNIVERSITY OF WASHINGTON[2]

[See general entry for the University of Washington.]

Social Sciences (general)

Note: Also check:
(a) general university listings (Sec. II);
(b) M.A.T. Programs (Sec. IV, Education); and
(c) the other specific listings in the social sciences preceding this one.

By direct contact:

FEDERAL CITY COLLEGE[1]

Federal City College has a master's degree program in Social Science; see general entry for information on the College, where to write, etc.

By reputation:

COLUMBIA UNIVERSITY[1]

[See general entry for Columbia under "by reputation" listing, Section II.]

Psychology (late entry)

STANFORD UNIVERSITY[3]

Write: Dr. Philip G. Zimbardo, Prof. of Psychology
Stanford Univ.; Stanford, Calif. 94305
[Jan. 15]

IV. Professional Schools

SOCIAL WORK

Note: Be sure to review institutions having favorable university-wide policies (at the beginning of the booklet).*

By direct contact:

HELLER GRADUATE SCHOOL, BRANDEIS UNIVERSITY --Social Welfare

"To date we have been able to offer at least minimal scholarship assistance to all students. At the pre-doctoral level, the typical scholarship assistance is $200 a month, plus tuition. It may be possible to make additional arrangements for dependents. At the doctoral level, there is heavy emphasis on record of professional performance. At the pre-doctoral level, we give equal weight to academic record and evidence of broad social concerns as exemplified in paid and volunteer activities. We find standardized test scores helpful but use them for screening in -- that is, for evaluating a weak undergraduate record rather than for screening out people with strong over-all records.

[special recruitment efforts for black students have been made.] "We do not have an admission fee, nor an application fee. We have not, to date, instituted tutorial or special programs at the graduate level but will give these consideration. We admitted a total of 38 new students in September 1969 including 7 black students. Our curriculum is heavily focused on social problems and social change. Specific courses include one on racism in American life with a special applicability to social welfare."

Write: Dr. Virginia H. Turner; Dir. of Admissions
Heller Grad. School; Brandeis Univ., Waltham, Mass. 02154
[general financial aid deadline: March.]

UNIVERSITY OF CALIFORNIA, BERKELEY--Social Welfare

"The School of Social Welfare actively recruits minority candidates for its M.S.W. and Doctoral programs alike. All applications are screened by the Minority Committee which has established a standard for minority admissions. A financial aid program exists; minority students are offered some financial assistance in the area of living costs, registration fees, and child dependence allowances.

"Standardized tests are not required; tutorial aid is available.

"The 74 currently enrolled minority students represent about one-fifth of the School's student body."

Write: Dr. Milton Chernin; Dean, School of Soc. Welfare
120 Haviland Hall; Univ. of California, Berkeley,
Berkeley, Calif. 94720
[Dec. 15.]

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*See information on a summer experience in social work, section V.; and on a national scholarship program for Negroes in social work, p. 45.

CASE WESTERN RESERVE UNIVERSITY*

"The School of Applied Social Sciences, located in the Cleveland community, offers an excellent laboratory for students who are concerned about the problems of people in urban areas. Our School would like to increase our number of black applicants and we are interested in expanding our recruitment activities with black undergraduate students. In the current academic year (1968-69) 31 black students are enrolled in the full-time two year Master's Program in which total enrollment is approximately 212. Scholarship funds for full or partial support are available. Early application is recommended.

"Criteria for admission: A Bachelor's degree from an accredited institution, minimum of 24 semester hours in social and behavioral sciences, good academic record, motivation for a helping profession, personal qualities essential to professional practice in Social Work. Motivation and potential will be considered in lieu of minimum academic requirement of 2.5 (on 4.0 scale) cumulative average. In such cases, special educational assistance is offered on an individual basis. Requests for waiving admission fee and/or tuition deposit may be considered.

"Inquiries from black students interested in social work education are welcomed. Bulletins and application material sent on request."

Write: Mrs. Eleanor L. Krimmel; Dir. of Admissions
School of Applied Social Sciences, Case Western Reserve Univ.
2035 Abington Road, Cleveland, Ohio 44106
[Feb. recommended]
*[sometimes listed in graduate school books as Western Reserve Univ.]

UNIVERSITY OF CHICAGO

"The School of Social Service Administration gives priority to the admission of qualified black students. There is an emphasis placed on strong recruitment efforts. Although no specific grade point average is required, it is expected that the quality of the undergraduate record will be strong enough to assure the candidate's ability to do creditable work at the graduate level. A candidate who is otherwise qualified but whose academic level is of borderline quality may be asked to take the Graduate Record Examination. The possibility of waiver or deferment of admission fees is considered on an individual basis upon the applicant's request. There are 52 black students currently enrolled. The total number of students is 386 (1st and 2nd yr.). Financial assistance for tuition and maintenance is given on the basis of need."

Write: Mrs. Joan E. Massaquoi; Asst. Dean of Students
School of Social Service Admin.; Univ. of Chicago
969 E. 60th St., Chicago, Ill. 60637
[Mar.1]

FORDHAM UNIV. SCHOOL OF SOCIAL SERVICE

[Special scholarship funds for minorities are available.] "Our criteria for admission include an undergraduate average approaching B at a minimum. Modification of this is possible in terms of work evaluations, motivation, graduate record exam results and the contents of the admission interview which is very important in marginal academic situations. It is always possible to waive preliminary fees.

"Because of our limited space at this time we do not have summer school and are unable to arrange special tutorial programs. This may be possible next year when we move to permanent new location in Lincoln Center, West 62nd Street, New York. We have a full-time student enrollment of 240 and 37 Negro students which is approximately 16%. We have 230 part-time evening students from the public and private agencies in the area; this has a somewhat higher percentage of Negro students.

"Our School being located in New York City has always had as a policy to encourage members of minority groups to help them move ahead in the social work profession. At the present time and for several years we have worked with the New York City Social Work Recruiting Committee to search out eligible candidates. We have a student-faculty committee at the present time developing a program to attract Negro and Puerto Rican students."

Write: Prof. Lucy D. Loughrey, Admission Dir.;
Fordham U. School of Social Service
134 E. 39th St. N.Y.C.
[Mar.15.]

MARTIN LUTHER KING, JR., SCHOOL OF SOCIAL CHANGE[1]--(For work in various types of social movement)
(formerly Upland School of Social Change)

The program is new (but accredited), small, personal and focused specifically on direct social action. Close faculty-student and student-student relationships. Internship of field work programs in Chester and in Philadelphia (in such areas as community organization, juvenile delinquency, work for peace, liaison work between police and ghetto communities) are structured into the academic program. The School has demonstrated its interest in enlarging their black enrollment through publicity and recruitment efforts in the South and by making scholarship funds available to students in need of them. Master's degree offered. Possible to waive admission fee; each application considered on an individual basis.

Write: Dir. of Admissions; Martin Luther King, Jr.,
School of Social Change; Crozer Theological Seminary
21st and Upland; Chester, Penna. 19013
[no admission deadline]

SMITH COLLEGE SCHOOL FOR SOCIAL WORK

"The Smith College School for Social Work will welcome applications from Black men and women with an interest in becoming professional social workers with particular competence in the practice of social casework. Full scholarships may be awarded on the basis of need and professional promise from a wide range of funds, including our Martin

Luther King award recently established by our alumni. The most important criteria for admission are potential and motivation which are evaluated from reference material, the candidate's overall record and frequently by a personal interview with either a faculty member or an alumnus of the School.

"While a Bachelor's degree is necessary, the School does not routinely require standardized tests, nor is it bound by a specific undergraduate grade point average. Application and registration fees may be waived if such payment would create a hardship. Individual tutoring plans may be arranged. Our current student body includes 6% Black students, one of whom is president of our student organization.

"If any institutions or groups of students were interested in learning more about the School program, every effort would be made to provide a speaker. Since the School's academic session starts in mid-June, early application is essential."

Write: Miss Anna Margaret MacLaughlin; Coordinator of Admissions
Smith College School for Social Work
Gateway House, Northampton, Mass. 01060
[Feb.15]

TULANE UNIVERSITY SCHOOL OF SOCIAL WORK

"Black applicants are eligible for all scholarship and financial aid funds administered through the School. Criteria for admission include academic performance at the undergraduate level that would indicate potential for success at the graduate professional level, with consideration given to demonstrated motivation for entering the helping professions. Standardized test scores are not a part of the admissions process; however the Graduate Record Examination Score sometimes is used as an adjunct. No special tutorial program available; however, many of the faculty have a deep interest in helping the black student succeed. Approximately 5% of the student body is black, with no quota system operating."

Write: Fred M. Southerland, Asst. Dean
Tulane Univ. School of Soc. Work; New Orleans, La., 70118
[no specified closing date]

UNIVERSITY OF WASHINGTON[2]

[School canvassed and its interest in recruiting additional black students established; no details, however. Also see general Univ. of Washington entry.]

Write: { Dr. James A. Goodman; Assoc. Prof. and Asst. to the Dean or
Dir. of Admissions; School of Social Work
Univ. of Washington; Seattle, Wash. 98105
[Feb.15]

UNIVERSITY OF GEORGIA

"Scholarships available: About 90% of student body is receiving some form of financial assistance.

"Criteria for admission: C+ average in undergraduate school. The Graduate Record Examination (aptitude section) must be taken. The minimum score is not rigid for minority groups. Recommendations and other factors are taken into account.

"We have been in touch with Negro Colleges in Georgia and some neighboring states.

"Reading and English tutorial classes are available in our University for our students.

"We have 12 black students in our student body of 120."

Write: Charles A. Stewart; Dean, School of Social Work
Univ. of Georgia, Candler Hall; Athens, Ga. 30601
[Feb. 15]

By reputation:

ATLANTA UNIVERSITY[6]
Write: Dir. of Admissions; School of Social Work
Atlanta Univ.; Atlanta, Ga. 30314
[Aug. 15]

COLUMBIA UNIVERSITY[6]
Write: Dir. of Admissions; School of Social Work
Columbia Univ.; New York, N.Y. 10027
[Feb. 10]

LOYOLA UNIVERSITY[6]
Write: Dir. of Admissions; School of Social Work
Loyola Univ.; Chicago, Ill. 60611
[July 15]

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Fellowships for Negroes in Social Work[10]

"The National Urban League has been active in supporting social work careers for Negroes; they administer a grant from the Carnegie Corporation to give fellowships in this area."

Write: The Urban League
14 E. 48th St.; New York, N.Y. 10017.

EDUCATION

Note: Check over those institutions having favorable university-wide policies as well as the following departmental listings.*

Teacher Education

By direct contact:

UNIVERSITY OF CALIFORNIA, BERKELEY

*"Associate Head of Teacher Education, Secondary
A limited number of $400 P.T.A. Scholarships and the possibility of a limited number of 1/2-time internships in secondary teaching.

**"Associate Head of Teacher Education, Elementary
Internships in elementary teaching.

***"Associate Head of Teacher Education
Internships in secondary teaching."

Write: Alvin H. Thompson, Ed.D.*
Enoch Dumas, Ed.D.**
Clark Robinson, Ed.D.***
Univ. of California, Berkeley
Tolman Hall, Hearst St.; Berkeley, Calif. 94720
[general financial aid deadline: Dec. 15]

UNIVERSITY OF CHICAGO--(including M.A.T. Program)

1. "Scholarship/Fellowship Funds Available.
2. "Criteria for Admission: (a) Commitment to Teaching at Elementary or Secondary level; (b) Potential for Graduate Study in Teaching Field as refected in undergraduate record and letters of recommendation.
3. "Special recruitment efforts in predominantly Negro colleges in the South and at other institutions with substantial numbers of Negro students."
4. "Admission fee can be deferred.
5. "15 Negroes in beginning class for current academic year - total beginning students, 1968-9, 105.
6. "Special course on Black literature scheduled for Winter, 1969; Another similar course, not yet named, to be given Spring Quarter."

Write: Dr. Kenneth J. Rehage; Dean of Students
Univ. of Chicago; 5835 Kimbark Ave. Chicago, Ill. 60637
[No deadline specified.]

MISSISSIPPI STATE UNIVERSITY M.A.T. PROGRAM[4]
[Please see general Miss. State entry, page 9.]

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*Prospective Teacher Graduate Fellowships and Experienced Teacher Graduate Fellowships are both federally funded through university program sponsorship [and, of course, available on a non-discriminatory basis]. For information,[10]
Write: Educational Personnel Development Bureau
U.S. Office of Education; Washington, D.C. 20202

EMORY UNIVERSITY M.A.T. PROGRAM

"Prospective Teacher Fellowships; admission based on undergraduate GPA of 2.0, (on scale of 4.0)plus 500 Verbal (or 450 if, when combined with Quantitative score, the sum is at least 1100) on GRE, appropriate background of interest and experience, motivation and potential of prime importance; wide distribution of publicity, program representatives typically available for interviews in convenient regional centers on annual basis; have averaged 1-2 Negro students per year in classes of 40-45, and are anxious to enroll more Negroes." [Recruitment efforts in predominantly Negro colleges have been made for several years.]

Write: Dir. of Internship MAT Program, Emory Univ.
Atlanta, Ga. 30322
[Feb.15]

FEDERAL CITY COLLEGE

[Master's degree program in secondary education; see general entry at beginning of booklet.]

Write: Mr. Roy Cogdell; Dir. of Financial Aid and Placement
Federal City College; 425- 2nd St., N.W.;
Washington, D.C. 20001

UNIVERSITY OF OREGON

[Special education and higher education programs]

"Fellowships, Assistantships and Traineeships are given to qualified applicants. Our application forms do not refer to color.

"The Director of our Upward Bound Program is a Negro doctoral candidate in Education. There are other Negroes on the faculty.

"There is only a small number of Negro students."

Write: Dr. Donald E. Tope; Prof. of Education
Univ. of Oregon; Eugene, Ore. 97403
[Mar. 1]

SMITH COLLEGE

"Graduate scholarships range from $500 to $3300. One scholarship of $3200 for a graduate of Bennett College. One scholarship of $3200 for a graduate of Spelman College. Emphasis given to potential and over-all record rather than CEEB and GRE scores.

"There are 80 Negro students in the graduate and undergraduate student body."

Write: (Mrs.) Charlotte G. Cohen; Sec'y., Comm. on Grad. Study
Smith College; Gateway House; Northampton, Mass. 01060
[Feb. 15]

GOUCHER COLLEGE[9] (by reputation)

[For information on a one-year graduate program of professional study and (paid) teaching experience, Write: Dir., Graduate Program in Elementary School Teaching; Goucher College; Towson, Md. 21204 preferably by March 1]

WESLEYAN UNIVERSITY M.A.T. PROGRAM[1]

M.A.T. students at Wesleyan gain tutorial experience by working with a local Upward Bound Program which is geared into the Master of Arts in Teaching Program. During the internship (practice teaching) experience, students may opt to participate in an Inner City Teaching Program. Students who enter that program are eligible for scholarship assistance from special federal funds.

Last year a recruitment trip was made by a staff member to eight "predominantly Negro" colleges in the South. The Wesleyan M.A.T. Program is eager to increase their black enrollment.

Write: Mr. Morton Briggs, Acting Director
Master of Arts in Teaching Program
Wesleyan Univ.; Middletown, Conn. 06457
[Mar. 15]

YALE UNIVERSITY M.A.T. PROGRAM

[See Yale general entry at beginning of booklet]

By reputation: (Also see bottom of this page and of pages 49 and 50.)*

VANDERBILT UNIVERSITY M.A.T. PROGRAM[3]

[reportedly has stated interest in attracting black graduate school students; see Vanderbilt Univ. general entry at beginning.]

Guidance and Counseling; Other Fields

By direct contact:

UNIVERSITY OF OREGON

[Program in librarianship also offered; see entry above under Teacher Education.]

WESTERN WASHINGTON STATE COLLEGE

Psychology--general, Counseling, School, Clinical

"Graduate programs are just developing with minimum of centralization. Psychology department very open to all applicants -- as yet no special efforts for black or other minority groups. Individual attention assured, however. Approximately 125 black undergraduates with Black Student Union and tutoring program organized--also organized attention to Indian and Spanish-American undergraduates."

Write: Mr. William Heid; Asst. Prof. of Psychology
Western Washington State College; Bellingham, Wash. 98225
[July 15]

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*ANTIOCH-PUTNEY GRADUATE SCHOOL OF EDUCATION[9]
Write: Mr. Robert L. Tripp; Dir. of Admissions, M.A.T. Program; Antioch College; Yellow Springs, Ohio 45387. [April 1]

NORTHERN ILLINOIS UNIVERSITY[9]

Write: Dean of the Graduate School; Northern Ill. Univ.;
DeKalb, Ill. 60115 [no specified closing date]

UNIVERSITY OF CHICAGO

[See entry under Teacher Education above; the following fields are offered:

educational administration, curriculum and instruction, educational psychology;

measurement, evaluation, and statistical analysis;

education and the social order;

elementary, secondary, adult, and general education.]

FEDERAL CITY COLLEGE

[Guidance and counseling master's program offered as well as teacher education; see entry above under Teacher Education and general entry for Federal City College]

UNIVERSITY OF MIAMI

Training Administrators for Desegregated Schools

"We have a special program at the Master's and post Master's levels to train individuals for administrative leadership roles in newly integrated schools. The emphasis is on finding black students and preparing them to take over the principalship of a newly integrated school . . . There is a great need in the South for [such leadership in the public schools. The program is] . . . federally-sponsored and allows us to take about 20 students a year. [Special scholarship funds are available.]

"At the present time we have about 60 black students who are doing graduate work at the University of Miami and we expect to expand this number in the next few years."

Write: Mr. Gordon Foster, Director
Program for Training Admin. for Desegregated Schools
School of Education; Univ. of Miami; Coral Gables, Fla. 33124
[Mar. 1]

Other Programs in Education: Guidance, Special Education, Reading, Elementary Education and Research

"Opportunities are numerous for blacks in these programs at both the master's and doctoral level." [General graduate admissions requirements are adhered to but more weight is given to demonstrated ability to perform, as measured through course grades and successful experience in teaching positions, than to cut-off scores on the GRE. 60 black graduate students at the University of Miami; number is increasing.]

Write: Dir. of Grad. Studies; School of Education
Univ. of Miami; Coral Gables, Fla. 33124
[Mar. 1]

By reputation:

HARVARD UNIV. GRADUATE SCHOOL OF EDUCATION[9]

[Reportedly has special funds set aside for the training of Negro teachers and administrators. Write: Dir. of Admissions, (Cambridge, Mass. 02138).]

LAW

Note: Be sure to review institutions having favorable university-wide policies listed in Section II.

For information on a recently created national organization that offers scholarship assistance and summer internship opportunities to minority students, turn to the end of the law listings.

By direct contact:

CASE WESTERN RESERVE UNIVERSITY*

"Case Western Reserve Law School is very interested in receiving applications from black students. Faculty members visit predominantly black college campuses such as Central State and Wilberforce in Ohio and Fisk College in Tennessee regularly to speak with students at those schools. The school has substantial financial aid resources which are available to assist those who are unable to meet law school expenses. It is the admissions policy at Case Western Reserve Law School to give special consideration to applications from minority[4] group students." [The school has a Civil Rights Research Council.]

Write: Mr. Earl M. Leiken; Asst. Dean
Case Western Reserve Univ. Law School;
2145 Adelbert Rd.; Cleveland, Ohio 44106
[General financial aid deadline: May 1.]

*[Case Western Reserve Univ. is listed in some graduate school books as Western Reserve Univ.]

UNIVERSITY OF CHICAGO

"The University of Chicago Law School is actively seeking qualified black, as well as other minority group, applicants...We seek those applicants who have had, throughout college, a strong academic record and have matured from the college experience both in the classroom and through extracurricular activities or employment. [Recommendations and personal interviews also used.]

"Lastly, we look at the Law School Admissions Tests score which we do not weigh heavily. Once an applicant is admitted he has an excellent chance (two-thirds of the students in the law school are on scholarship) of receiving financial aid in the form of scholarships and loans to cover annual total expense.

"The first year tutorial program is designed to help all students and offers...the student individual attention."

Write: Mr. George Fee, Dean of Students;
The Univ. of Chicago Law School; 1111 E. 60th St.;
Chicago, Ill. 60637
[No financial aid deadline specified]

HARVARD UNIVERSITY

"Harvard Law School now has more than 75 black students enrolled in our LL.B. program and the School is anxious to increase the opportunities available to black students interested in law study. In assessing the qualifications of black students for admission to the Law School, we have not found scores on standardized aptitudes tests such as the Law School Admissions Test or mere cumulative academic averages in college to be very predictive of performance in Law School. While these items are still relevant to the admissions process, more important are the personal motivation, accomplishments and goals of the individual applicant.

"There are no special programs or tutorials at Harvard Law School which treat black students differently from other students. However, any student who believes individual assistance would be helpful to him may receive that assistance on request. Recent expansion of our curriculum in the areas of urban legal proglems, poverty law, criminal law and others, should increase the relevance of law study to black students and to our other students as well.

"The Law School's comprehensive financial aid program, which includes funds specially available to members of minority groups, can make it possible for virtually any student admitted to the School to come and complete his legal education. Through various combinations of gift aid, long-term loans and emergency loans, students demonstrating financial need may be assured that every effort will be made to meet this need."

Write: Mr. Russell A. Simpson, Asst. Dean & Dir. of Admissions;
Harvard Law School; Cambridge, Mass. 02138
[Feb. 1 and May 1.]

UNIVERSITY OF ILLINOIS

"In 1966, the faculty of the University of Illinois College of Law, with the approval of the President of the University of Illinois, established the Illinois Equal Opportunity Law Fellowship Program. This program, designed to increase the opportunities for legal education for individuals who are members of groups culturally disadvantaged as a result of racial, ethnic, or geographic factors, provides substantial financial assistance to qualified individuals. Recruitment efforts under this program have been carried out nationwide; the College of Law presently has ten black students who are holders of Equal Opportunity Fellowships. By Sept. 1969, we expect to have 15-20 black students (in a student body of approximately 500).

"Criteria for admission as an Equal Opportunity Fellow are primarily the individual's undergraduate record, motivation to succeed in law and demonstrated evidence of capacity for leadership. Substantially less weight is given to scores on the Law School Aptitude Test. Tutorial assistance is available on an entirely voluntary basis. Close personal relationships between Equal Opportunity Fellows and the faculty are encouraged. In this respect, the College of Law is fortunate in having on its faculty Prof. Charles W. Quick, one of the outstanding Negro law teachers in the country.

"There is no application fee to the College of Law; the admission fee is deferred for Equal Opportunity Fellows until their first fellowship payments are received."

Write: Prof. Stephen B. Goldberg; Chmn., Equal Opportunity Comm;
College of Law, U. of Illinois; Champaign, Ill., 61820
[April 1]

UNIVERSITY OF IOWA

"Special scholarship funds are available for minority group students in amounts up to tuition plus $1,200. In evaluating such students for admission purposes, emphasis will be placed on the student's undergraduate performance, especially his more recent work. His LSAT test scores are de-emphasized. Substantial recruitment efforts have been made, both at the Midwestern colleges where we have traditionally recruited and also by sending a representative to certain predominately black colleges in the South. This fall 7% of our entering class were minority group students. The application fee can be waived for students who are not able to pay it. We have a tutorial program for students, black or white, who are admitted with low LSAT scores. In addition we have a program for any student who may feel he needs help in written expression."

Write: Prof. Paul M. Neuhauser, Assoc. Dean
College of Law; Univ. of Iowa; Iowa City, Iowa 52240
[April 1]

By reputation:

Note: Almost the entirety of this list comes through the courtesy of Mrs. Ruth Claus, Assoc. Dir. of the Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP). The information that follows was obtained by Mrs. Claus in correspondence directly with admissions officials at the schools. Nearly all of the law schools listed have sent representatives to her Program's summer institutes and have worked closely with ISSP in placing students; all have shown an interest in recruiting minority group students. (For a description of the Intensive Summer Studies Program, see Section V of this booklet.)

AMERICAN UNIVERSITY[4]
Write: Mr. B.J. Tennery; Dean of Law School
American Univ.; Washington, D.C. 20016

BOSTON COLLEGE OF LAW[4]
[Five full tuition scholarships for disadvantaged students]
Write: Mr. Robert F. Drinan; Dean of Law School
Boston College of Law; Brighton, Mass. 02135

BOSTON UNIVERSITY[4]
[Martin Luther King, Jr., Fellowships; possibility of waiving application fee for indigent students]
Write: Mr. Ernest M. Haddad; Asst. Dean of Law School
Boston Univ.; 765 Commonwealth Ave.; Boston, Mass. 02215 [Apr. 1]

UNIVERSITY OF DENVER[4]
Write: Dean Munch, College of Law; Univ. of Denver; Denver, Colo. 80210
[May 1]

UNIVERSITY OF CALIFORNIA, BERKELEY[4]
Write: Dir. of Admissions; School of Law
Univ. of Cal.; Berkeley, Calif. 94720
[Jan.1]

CATHOLIC UNIVERSITY OF AMERICA[4]
[Cooperation with CLEO* at Emory]
Write: Mr. Vernon X. Miller; Dean of Columbus School of Law
Catholic Univ. of Amer.; Washington, D.C. 20017 [Apr. 15]

CORNELL UNIVERSITY[4]
Write: Mr. Albert C. Neimeth; Dean of Law School
Myron Taylor Hall; Cornell Univ.; Ithaca, N.Y. 14850

DUKE UNIVERSITY[4]
[Scholarships are available]
Write: Mr. F. Hodge O'Neal; Dean of Law School
Duke University; Durham, N.C. 27706
[April 1]

EMORY UNIVERSITY[4]
Write: Dir. of Admissions; School of Law
Emory Univ.; Atlanta, Ga. 30322

GEORGE WASHINGTON UNIVERSITY[4]
Write: Dir. of Admissions; Law School
George Washington Univ.; Washington, D.C. 20006
[Mar. 1]

HOWARD UNIVERSITY[4]
[Financial assistance available; Civil Rights Archives]
Write: Dir. of Admissions; School of Law
Howard Univ., Washington, D.C. 20001
[July 15]

UNIVERSITY OF MICHIGAN[4]
[Active program of financial assistance for Negro students]
Write: Mr. Francis Allen; Dean of Law School
Univ. of Michigan; Ann Arbor, Mich. 48104
[April]

UNIVERSITY OF MISSISSIPPI[7]
[Publicity and recruitment efforts made in "predominantly Negro" Southern colleges since 1966; special minority recruitment program reportedly supported by Ford Foundation grant; possibility of waiver of application fee in cases of need.]
Write: Mr. Joshua Morse, III; Dean of the Law School
Univ. of Mississippi; Oxford, Miss. 39762
[Aug. 1]

UNIVERSITY OF MISSOURI[4]
Write: Mr. Joe Covington; Dean of the Law School
Univ. of Missouri; Columbia, Mo. 65202
[June 1]

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*Council on Legal Educational Opportunity. See last page of Law listings for information about CLEO.

UNIVERSITY OF NEBRASKA[4]
[Will participate in CLEO]
Write: Mr. Donald L. Shaneyfelt; Dean of the Law School
Univ. of Nebraska; Lincoln, Neb. 68508
["apply early"]

UNIVERSITY OF NEW MEXICO[4]
Write: Dir. of Admissions; Law School
Univ. of New Mexico; Albuquerque, N.M. 87106
[July 15]

NEW YORK UNIVERSITY[4]
[Grant from the Carnegie Foundation apparently supports special recruitment efforts directed toward minority groups; Civil Liberties Program]
Write: Mr. Peter A. Winograd; School of Law
New York Univ.; Wash. Square; New York, N.Y. 10003
[May]

RUTGERS UNIVERSITY[3]
[Rutgers has recently initiated a special campaign to recruit black students, twenty of whom are reportedly enrolled in this year's entering class.]
Write: Mr. C. Willard Heckel; Dean of the Law School
Rutgers Univ.; Newark, N.J.
[May 1]

SOUTHERN METHODIST UNIVERSITY[4]
[Cooperating with CLEO; generous scholarships available for Negro and Spanish-American students.]
Write: Mr. Charles O. Galvin; Dean of Law School
Southern Methodist Univ.; Dallas, Tex. 75222

STANFORD UNIVERSITY[4]
Write: Dir. of Admissions; School of Law
Stanford Univ.; Stanford, Calif. 94305
[July 1]

UNIVERSITY OF TEXAS[3]
Write: Prof. David Robertson; Law School
Univ. of Texas; Austin, Texas 78712
[July 15]

VANDERBILT UNIVERSITY[4]
[Possible financial assistance]
Write: Mr. John S. Beasley, II; Dean of School of Law
Vanderbilt Univ.; Nashville, Tenn. 37203
[Feb. 1]

COLUMBIA UNIVERSITY[10]

[special funds are available to black students.]

Write: Asst. Dean, Columbia Law School
435 W. 116th St.; New York, N.Y. 10027
[Jan. 15]

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A National Scholarship and Recruitment Program in Law for Minority Group Students*

Established less than a year ago, the Council on Legal Educational Opportunity (CLEO) aims at increasing the number of minority lawyers in the U.S. (now estimated at little more than one per cent of all American lawyers). The program is funded largely by grants from the Office of Economic Opportunity (OEO) and the Ford Foundation; specific target minority groups are Negroes, American Indians, and Spanish-speaking Americans.

Three major roadblocks to law practice for minorities have been identified by CLEO's executive director, Morehouse College Professor Melvin D. Kennedy: (1) motivation, (2) a variety of cultural and academic reasons that, for example, prevent many prospective minority lawyers from performing well on the standardized law school entrance examination, and (3) money.

In an effort to overcome these problems, CLEO has set up a program of law school scholarships and summer institutes (held in the summer of 1968 at the law schools of Harvard, the University of Denver, Emory University and the University of California at Los Angeles, the last in conjunction with the University of Loyola and the University of Southern California).

The CLEO program is designed to enroll at least 100 minority students in law school for each of the next few years. It is hoped that the number of summer institutes will increase; some law schools have set up summer institutes of their own; others have written to Dr. Kennedy asking for the overflow of CLEO applicants.

For more information, write:

Professor Melvin Kennedy, Exec. Dir.
Council on Legal Educational Opportunity (CLEO)
Box 105, Morehouse College
Atlanta, Ga. 30314

UNIVERSITY OF SAN FRANCISCO[4]

Write: Mr. Jeremy Harrison; Prof., School of Law
Univ. of San Francisco; San Francisco, Calif. 94117
[May 1]

WAYNE STATE UNIVERSITY[4]

Write: Mr. Arthur Lombard; Assoc. Prof., Law School
Wayne State Univ.; Detroit, Mich. 48202

[$5.00 application fee reportedly is waivable in case of financial need.]
[by June 1, at least]

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*Most of the information included here is taken from "More Minority Lawyers Needed", CIVIL RIGHTS DIGEST (a quarterly of the U.S. Comm. on Civil Rights), Summer, 1968.

MEDICINE

Note: Please review institutions having favorable university-wide policies.

Several fifth year (post-baccalaureate) programs are sponsored by individual medical schools; some are described in the listings below for Harvard, Univ. of Washington, Meharry and Yeshiva Univ.

The only national fifth year program, the Post-Baccalaureate Fellowship Program, is available to pre-medical as well as liberal arts students; for information on this program and on a summer research program for undergraduates, see Section V of the booklet.

For information on national and other scholarship (and loan) funds available, see the end of the Medicine listing; also see dentistry scholarship, p. 70.

By direct contact:

UNIVERSITY OF CHICAGO

"Selection is made on the basis of the individual applicant's ability, achievements, personality, character, and motivation.

"Financial aid in the form of scholarship awards as well as interest-free loans is available to every medical student in our school who is in need of aid.

"The application fee will be waived on request in all instances where payment of the fee imposes a hardship on the applicant.

"There are several hundred black students enrolled in our undergraduate and graduate programs of study on campus. However, in the medical school, currently, there are 3 black students in a total number of 287 medical students."

Write: Dr. Joseph Ceithaml; Dean of Students, Medical School
Univ. of Chicago; 5801 S. Ellis Ave. Chicago, Ill. 60637
[general financial aid deadline: Feb.1]

HARVARD UNIVERSITY[3]

"The Harvard Medical School and the Harvard School of Dental Medicine have between them established at least fifteen scholarships for each class for disadvantaged students. These schools do not employ quotas in their admission policy, and no limit is implied in the present case . . . .

"Students who feel they are capable of satisfactorily completing the course of study at Harvard . . . should consider applying. The academic and emotional demands are high.

"Harvard is interested in disadvantaged students who fall into either of the following categories:

(1) The student who thinks he is already prepared to enter the normal four-year [medical or dental school] program, but who would normally be discouraged from applying because of finances or other factors.

(2) The student who has demonstrated potential in his own educational environment, but who needs supplementary educational and financial assistance to meet Harvard's entrance standards.

"....Applicants with the most compelling records will be given preference. Grade point averages will be studied by the Committees on Admission in the context of the difficulty of the courses taken. A low grade in a high level course does not necessarily preclude acceptance to these programs."

[Ed. note: the preceding was excerpted from a Harvard Medical School brochure entitled "Disadvantaged Students Program." The School was cited by Dr. Roy Jarecky and the Association of American Medical Colleges.]

Write: Office of Admissions; Harvard Medical School
25 Shattuck St.; Boston, Mass. 02115 [Jan. 15]

or: Office of Admission; Harvard School of Dental Medicine
188 Longwood Ave.; Boston, Mass. 02115 [Apr. 15]

UNIVERSITY OF IOWA

"Full-time medical students enrolled in the College of Medicine are eligible to participate in the United States Public Health Service Medical Student Loan Program as well as in the USPHS Medical Student Scholarship Program. The loan program has a ceiling of $2500 per year per student with no interest accruing while the student is in school, and interest does not begin to accrue until three years after graduation and then is at a modest rate. Repayment is accomplished over a ten year period. The scholarships are non-refundable grants. All students in need of financial aid are eligible for these loans and/or scholarships. In addition, the College has loans and gifts from private individuals and groups which are used both in loan and scholarship programs.

"...We make every effort to consider all applicants on an individual basis insofar as possible. What this means is that we can and do give appropriate emphasis to such factors as overall potential, motivation, and [...other factors] as well as the usual...factors such as college grades and Medical College Admission Test scores. We do not have an admissions fee as such other than a $50.00 deposit which is later applied to the student's tuition. Tutorial and other education assistance programs are available for all students needing this kind of help. Iowa has a very low proportion of Negroes in its population; as a matter of fact, Iowa has a low proportion of any other racial groups, also. Nevertheless, over the years, we have had Negro students, almost all of whom have been graduated and are practicing medicine successfully. Our College of Medicine especially welcomes inquiries and applications from students from all minority groups." [Cited by Dr. Roy Jarecky and the Assoc. of American Medical Colleges.]

Write: Dr. W.W. Morris; Assoc. Dean, Medical Student Affairs
College of Medicine; Univ. of Iowa; Iowa City, Iowa 52240
[Jan. 1]

UNIVERSITY OF MICHIGAN*

"Black applicants actively sought and considered as a special group...; i.e., blacks compete only against blacks for entrance.

"Tutorials can be arranged, and are, at request of student.

"Tuition scholarships for some applicants. (Several National Foundations offer medical school scholarships specifically for black students.)

"The medical school student body is at present approximately 5% black (guess) and the undergrad population slightly higher (guess)." [Ed. note: A Univ. of Michigan physiology Professor supports the former estimate: nine of this year's 200 entering medical students are black. Michigan's Medical School was cited by Dr. Roy Jarecky and the Assoc. of American Medical Colleges.]

Write: Dr. Robert Green; Asst. Dean
Univ. of Mich. Medical School;
Ann Arbor, Mich. 48104
[Dec. 31]

*Also see information on favorable policies in basic science depts. in medical school at Michigan, listed under Natural Sciences.

UNIVERSITY OF WASHINGTON[2]

Only 2 black graduates since 1950, but active recruitment via local area black physicians (and their alma maters) has brought 2 black students into the 1968 freshman class, and 2 have already been admitted for the 1969 class. Black applicants are given special consideration with regard to admission: (1) Although black students are asked to take the Medical College Admission Test like any other applicant, their scores may be largely disregarded; (2) no strict grade point average cutoff point; (3) major weight given to interview (local interviews arranged for out-of-state applicants) and to evaluations of motivation and potential by former teachers; (4) Black students may be given special early admission, and the medical school will help them plan a remedial senior year program, if necessary.

There are no local funds earmarked for black students, but every admitted student is guaranteed that he will not have to drop out for financial reasons - prizes, loans, and grants are abundantly available. (The 2 black freshmen are being fully supported by national and local funds.) Any student with difficulties is automatically tutored, and a new flexible curriculum allows students to proceed at their own pace, and take up to 5 years to graduate. [Also see Univ. of Washington general entry. The Univ. of Washington Medical School was cited by Dr. Roy Jarecky and the Assoc. of American Medical Colleges.]

Write: Dr. Roy M. Schwartz; Admissions Dir.; Dept. of Biological
Structure; Univ. of Washington, Seattle, Wash. 98105 [Mar. 1]

By reputation:*

NEW JERSEY COLLEGE OF MEDICINE AND DENTISTRY[9]
Write: Registrar; Jersey City, N.J. 07304 [Feb. 1]

UNIVERSITY OF ARIZONA[5]
Write: Dir. of Admissions; College of Medicine
Univ. of Arizona; Tucson, Ariz. 85721

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO MEDICAL CENTER[5]
Write: Dir. of Admissions; San Francisco Medical Center
Univ. of California; San Francisco, Calif. 94122 [Oct. 31]

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*In this, as in other professional school listings, I am indebted to the Harvard-Yale-Columbia Intensive Summer Studies Pro- (Cont.)

UNIVERSITY OF CONNECTICUT[4]

[reportedly no application fee; Connecticut also has a School of Dental Medicine]

Write: Dr. William Fleeson; Dean of the Medical School
Univ. of Connecticut; Hartford Plaza; Hartford, Conn. 06105

DUKE UNIVERSITY[4,5]

[Scholarships and fellowships reportedly available]

Write: Dr. Suydam Osterhout; Dean of the Medical School
Duke Univ.; Durham, N.C. 27706
[Dec. 1]

UNIVERSITY OF FLORIDA[5]

A recent research project by Dr. Roy Jarecky discloses that the College of Medicine at the University of Florida has developed a recruitment program giving particular attention to traditionally Negro high schools and colleges. Negro medical students often serve as recruiters. In addition, the University presents a two and one-half day regional conference devoted to consideration of minority group education, counseling and admissions. Finally, "a visiting professor program . . . allows clinical and basic science faculty members to work with colleges, also usually . . . Negro colleges, on academic or career choice topics of particular interest to students and instructors." [graduates of unaccredited colleges are not considered]

Write: Dir. of Admissions; College of Medicine
Univ. of Florida; Gainesville, Fla. 32601
[Oct. 10]

HOWARD UNIVERSITY[4,5]

Write: Dir. of Admissions; College of Medicine
Howard Univ.; Washington, D.C. 20001
[Dec. 31 and July 1]

UNIVERSITY OF ILLINOIS[5]

[also see general entry for Univ. of Illinois]

Write: Dir. of Admissions; College of Medicine
Univ. of Illinois; Chicago, Ill. 60680 [Dec. 31]

BOSTON UNIVERSITY[9]

Write: Dean of the School of Medicine
Boston Univ.; Boston, Mass. 02215 [March 1]

COLUMBIA UNIVERSITY[9]

Write: Dean of the College of Physicians and Surgeons
Columbia Univ.; New York, N.Y. 10027 [March 1]

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gram for information which it collected directly from the schools involved (Footnote 4).

However, almost all of the descriptive information about medical schools was made available by Dr. Davis G. Johnson, Director, Div. of Student Affairs, Association of American Medical Colleges, from research done by Dr. Roy Jarecky, University of Kentucky College of Medicine, Lexington (Footnote 5). Information on scholarships is from Chap. 4, "Financial Information for Medical Students," Medical School Admission Requirements, U.S.A and Canada, 1968-69, reprinted by the Assoc. of Amer. Medical Colleges; 2530 Ridge Ave.; Evanston, Ill. 60201.

MEHARRY MEDICAL COLLEGE[5]

Dr. Jarecky states: "Meharry's approach to the problem [of 'disadvantaged' students] is to select ten applicants who were rejected for the entering class and enroll them in a three year Master of Med. Science program . . . . [which] combines enrichment-type course work with regular basic science offerings. If the student achieves the degree, he is then accepted into the third year medical school class. . . . "

Write: Office of the Registrar; Meharry Medical College
Nashville, Tenn. 37208
[Jan 2]
School of Dentistry (same address as above)
[March 15]

MOUNT SINAI SCHOOL OF MEDICINE[5]

Write: Dir. of Admissions; Mount Sinai of Medicine
New York, N.Y. 10029

NEW YORK UNIVERSITY[4]

[See general entry for New York Univ.; possibility of application fee waiver]

Write: Dr. Roger Rose; Dean of the Medical School
New York Univ.; 51st Ave.; New York, N.Y. 10016
[Dec. 31]

UNIVERSITY OF PENNSYLVANIA[5]

Write: Dir. of Admissions; School of Medicine
Univ. of Pennsylvania; Philadelphia, Penna. 19104
[Dec. 1]

UNIVERSITY OF PITTSBURGH[5]

The University of Pittsburgh School of Medicine last summer launched its Medical Career Orientation Program, providing fourteen black high school student participants "with direct exposure to career opportunities in the health professions"--through supervised laboratory work, seminars, and hospital work which included accompanying doctors on medical rounds. The initial program (directed by Dr. Raymond L. Hayes) was successful and will be expanded this summer. Although this program pertained only to high school students, it is reasonable to suspect that the Univ. of Pittsburgh might also have a more immediate interest in recruiting medical students from minority groups.

Write: Dir. of Admissions; School of Medicine
Univ. of Pittsburgh; Pittsburgh, Penna. 15213
[Dec. 1]

UNIVERSITY OF ROCHESTER[4]

Write: Mr. Donald R. Grinols; Dean of the Medical School
Univ. of Rochester; 260 Crittenden Blvd.; Rochester, N.Y. 14620
[Jan. 1]
[Note: The Univ. of Rochester also has a School of Dentistry]

STANFORD UNIVERSITY[4]

Write: Mr. Bernard W. Nelson; Dean of the Medical School
Stanford Univ.; 300 Pasteur Dr.; Palo Alto, Calif. 94305
[Jan. 15]

TUFTS UNIVERSITY[4]
Write: Dean of Admissions; School of Medicine
Tufts Univ.; Medford, Mass. 02155 [Dec. 31]; or write
Dr. Andrew Wright, Comm. on Students from Disadvantaged Groups.

VANDERBILT UNIVERSITY[4]
[also see general entry on Vanderbilt]
Write: Mr. James W. Ward; Dean of the Medical School
Vanderbilt Univ.; Nashville, Tenn. 37203
[Feb. 1]

WAYNE STATE UNIVERSITY[4,5]
[Health Profession scholarships and loans available]
Write: Dr. Harry Maisel; Acting Director of Admissions
School of Medicine; Wayne State Univ.
1400 Chrysler Freeway; Detroit, Mich. 48202
[Jan. 31]

YALE UNIVERSITY[4]
[also see general entry for Yale University]
Write: Dr. Thomas Forbes; Dean of the Medical School
Yale Univ.; 333 Cedar St.; New Haven, Conn. 06520
[Feb. 1]

YESHIVA UNIVERSITY (Albert Einstein College of Medicine)[5]

The Martin Luther King-Robert F. Kennedy Program for Special Studies enables seven students per year to enroll in a one year program of "highly individualized instruction in the natural and behavioral sciences, as well as in the arts." The program's purpose is two-fold: "to improve the students' educational background as well as sharpen their interest in medicine [;] . . . students spend a considerable amount of time with clinicians and basic scientists to learn about the roles that these people play in the field of health care. Each student accepted into the program receives a tuition grant of $2,000, a stipend totaling $4,000 for living expenses and the necessary books and equipment." The program is essentially a 5th year one which the College "feels . . . should enable the students to qualify as applicants to any medical school."

Write: Dir., Martin Luther King-Robt. F. Kennedy
Program for Special Studies
Albert Einstein College of Medicine; Yeshiva Univ.
Westchester Heights Campus; Bronx, N.Y. 10461 [Dec. 12]

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National and other scholarship funds available:

(1) For Negroes: "For Negro students with U.S. citizenship, exceptional ability, and acceptance by U.S. medical school . . . . Maximum per student per year is $2000. Number of awards varies--approximately 100 scholarships per year. In addition to scholarships, some grants-in-aid given to deserving students."

Write: Executive Secretary; National Medical Fellowships, Inc.
3935 Elm Street; Downers Grove, Ill. 60615 [March 1]

(2) General: The reprint (and book) footnoted on p. 60, also lists a number of other national awards as well as some state scholarships (for residents of Alabama, Calif., Georgia, Minn., Nev., New York, and Penn.). Since almost all of the awards, both non-refundable and refundable, have some condition attached (e.g., age, residence, medical school attended, etc.), it would be a good idea to consult either the reprint or the book itself.

Note: Please review institutions having favorable university-wide policies (listed at the beginning of the booklet).

Also see the end of "by reputation" listing under Theology for a national scholarship program in theological education.

By direct contact:

UNIVERSITY OF CHICAGO, Divinity School

"A minimum of two Entering Fellowships in the amount of $4,000, available to qualified black students; in addition a maximum of full tuition, plus a full housing subsidy for black students admitted to the Divinity School. Such assistance available to students applying to the Doctor of Ministry degree program or to the A.M.-Ph.D. program. Waiver or deferment of admission fee according to need. Special efforts in recruitment for black students are being made. Special courses relating to Afro-American experience are available in the Divinity School and elsewhere in the University. Tutoring resources are also available...Student applicants must meet admission standards: Since minimal 'B' work is required in all degree programs, applicant must show evidence of at least solid 'B' work, especially in the last two years of his undergraduate work; in addition his Graduate Record Examination (Aptitude Section only required) must give supporting evidence, and his statement of purpose indicate high motivation. Present number of black students in the Divinity School is eleven (11)."
[There are two black members of the faculty.]
Write: Mr. William N. Weaver; Dean of Students;
Divinity School, Univ. of Chicago; Chicago, Ill. 60637
[Fellowship financial aid deadline: Jan. 15]

HARTFORD SEMINARY FOUNDATION

"The Hartford Seminary Foundation welcomes applications from candidates of all racial and religious heritages. Professional programs leading to the degrees of Bachelor of Divinity and Master of Arts in Religious Education are designed for college graduates who wish to prepare for the ministry and other positions of leadership in church and church-related situations. Academic studies leading to the degrees of Master of Arts and Doctor of Philosophy, with possible concentration in biblical studies, history of religions, church history, theological-philosophical studies, and religion and social sciences, prepare students for scholarly vocations in teaching and research."
Write: Mr. Richard T. Nolan; Asst. Dean, Hartford Seminary Foundation
55 Elizabeth St. Hartford, Conn. 06105

HARVARD DIVINITY SCHOOL

"Scholarships or grants-in-aid provided on basis of need; standardized test scores not required; but academic aptitude and potential very important; some special recruitment of black students; no application fee; acceptance fee of $25 within 30 days of letter of admission; no tutorial programs, but special reading courses can be arranged; 10 Negro students in student body; courses in Religion and Racism, Black Religion and Its Influence on American Culture; additional courses relating to Afro-American experience available through cross-registration in Harvard University departments and Boston Theological Institute theological schools."

Write: Mr. John D. Elder; Asst. Dean, Harvard Divinity School
45 Francis Ave. Cambridge, Mass. 02138
[Dec. 1 and Mar. 15, depending on the program]

SAN FRANCISCO THEOLOGICAL SEMINARY[2]

Scholarship funds are available on a need basis. Some additional funds are being provided for students from minority groups.

Criteria for admission ordinarily include a college degree and a psychological test. More students are being admitted now either by waiver of the college degree or on a provisional status whereby they work on their college degree and their B.D. at the same time. References are required.

Efforts are definitely being made to recruit minority students and a new curriculum is being developed here. Use of black leaders as resource persons and field supervisors is being built into the curriculum at every feasible place.

Tutorial program is available. Also, a program of on-the-job training is being developed for persons who are already involved in community leadership and who cannot afford to take out three years to work for a seminary degree.

Write: Dean John Irving; San Francisco Theological Seminary
2 Kensington Road, San Anselmo, Calif. 94960

By reputation:

DUKE UNIVERSITY[4]*

[Scholarships available; Duke endowment; summer work programs]

Write: Mr. Robert E. Cushman; Dean of the Divinity School
Duke Univ.; Durham, N.C. 27706 [June 1]

HOWARD UNIVERSITY[4]

[Entrance scholarships available; M.A. only in Religious Education. See general entry for Howard.]

SOUTHERN METHODIST UNIVERSITY[4]

[Substantial scholarship program]

Write: Mr. J.B. Holt; Dean, Perkins School of Theology
Southern Methodist Univ.; Dallas, Texas 75222 [March 20]

VANDERBILT UNIVERSITY[4]

[M.A. only; see general entry for Vanderbilt]

YALE UNIVERSITY[4]

[Financial aid available; see general Yale Univ. entry]

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National scholarship fund:[4]

The Fund for Theological Education reportedly has fellowships for those interested in or committed to the ministry. Write to Mr. Shelby Rooks; Director, Fund for Theological Education; Nassau St.; Princeton, N.J. 08540

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*For the "by reputation" listing for theology, I am indebted to Mrs.Ruth Claus and the Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP), who heard directly from the schools of their interest.

BUSINESS ADMINISTRATION*

Note: Please review institutions having favorable university-wide policies (listed at the beginning of the booklet).

By direct contact:

UNIVERSITY OF CHICAGO

"The Academic Program: The Graduate School of Business of the University of Chicago offers a two-year, full-time campus program leading to the Master's of Business Administration (M.B.A.) degree; the Ph.D. degree is also offered. [Course work in small business Administration, while open to all students, has been of special interest to many blacks.]

"Admissions Criteria: Students are admitted on the basis of their aptitude and capacity for business study as indicated by previous education, letters of evaluation, and a satisfactory score on the Admission Test for Graduate Study in Business. Students who did their undergraduate work in any field are potential candidates.

"Student Aid and Fellowships: There is a generous program of financial assistance...Enough fellowships, scholarships, and loans are available so that all qualified students can complete their programs regardless of their financial resources. A number of business firms sponsor M.B.A. fellowships for black students. The fellowship sponsorship provides summer internship opportunities and financial aid to cover the student's tuition and living expenses.

"Recruitment Efforts: At present (1968-69), there are 606 persons enrolled in the School; 107 are Ph.D. students. There are 31 black candidates for the M.B.A. and 3 blacks in the Ph.D. program. The fellowship program for black students began in 1964. It is expanding at an ever increasing rate, aided greatly by active and enthusiastic participation on the part of black students presently enrolled in the School."

Write: Mr. Harold R. Metcalf; Dean of Students,
Graduate School of Business,; Univ. of Chicago; Chicago, Ill. 60637
[preferably by Feb.15]

HARVARD UNIVERSITY

"The Harvard Business School is making an intensive effort to attract more black men and women to its regular two year MBA program. Currently (in 1968-69) 31 black students are enrolled in the Program, 26 of whom are in the first year. We expect this number to increase significantly in 1969-70, hopefully to more than double the number of entering black students enrolled last year.

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*Information on most of the schools in this section was generously provided by Mr. Jon D. Smith, an M.B.A. Program Fellow at the University of Chicago Graduate School of Business. It was Mr. Smith who, at Dean Metcalf's request, wrote the entry above, for the University of Chicago -- the only case, as far as I know, in which an administrator delegated the task to a graduate student in the program (and a fact which makes the entry gain in "credibility").

"Since students from minority groups often lack the personal and economic resources to continue on to graduate education, the Harvard Business School has allocated $200,000 for fellowship funds to be used specifically for the support of many minority group students. These fellowships will be awarded in amounts ranging up to the full cost of educational and living expenses and will be distributed according to each individual's need. (Where financial need exceeds the fellowship award, the balance will be supported as a loan.)

"Available at the School or in the wider University are: Black psychiatric aid, tutorial assistance from doctoral candidates, and black counseling assistance, student and professional, as well as white assistance from faculty, deans, etc."

Write: Mr. Richard L. Nohl; Dir. of Admissions, MBA
Harvard Business School; Soldiers Field; Boston, Mass. 02163
[Feb. 15]

UNIVERSITY OF ILLINOIS

"The two-year M.B.A. program is professional, covering all aspects of business, and is intended primarily for students from non-commerce disciplines, such as engineering and liberal arts and sciences. Admission criteria include (a) a grade point average of 3.5 (on a 5.0 scale) or better for the last 60 semester hours, (b) an acceptable score on the Admission Test for Graduate Study in Business, and (c) fairly substantial preparation in mathematics. Fellowships, assistantships and tuition waivers are available. Information and application materials will be sent at the student's request, and all applications will receive individual attention."

[Additional information: Illinois cannot accept a student from an unaccredited institution until such a student "validates his degree at an accredited school, i.e., takes another thirty semester hours of advanced undergraduate work in at least two different areas--essentially, repeats his senior year." When writing, please say that you heard of opportunities in Business Administration at Illinois through this booklet.]

Write: Mr. Romayne Skartvedt; Asst. to the Dir. of Business Admin.
Univ. of Ill.; 350 Commerce-West; Urbana, Ill. 61801
[Feb. 15]

UNIVERSITY OF MASSACHUSETTS

"Effective June 1969 the School of Business Administration at the University of Mass. will launch Program ABLE (Accelerated Business Leadership Education) in an effort to make graduate business educational opportunities available to Black students interested in studying for the M.B.A. Degree. The establishment of this program reflects the concern of this University to prepare Blacks for responsible administration positions in private industry and government service.

"Admission requirements include the completion of an undergraduate degree program and a score on the Admission Test for Graduate Study in Business. Prior study in Business Administration as such is not required. Financial aid normally takes the form of teaching or research assistantships. Fellowship opportunities also are available. Dean Johnson is actively recruiting Black students for the M.B.A. program and anticipated enrollment of Black graduate students in the Fall 1969 will be 30-40 in number. Tutorial programs are being made available where needed."

SCHOLARSHIPS AND FELLOWSHIPS IN PARTICULAR FIELDS OF STUDY

In cases where national scholarships have been designated in a particular field for minority students (or for which such students are particularly eligible), these have been listed in the "Notes" within each field. See especially Secion IV, Professional Schools Social Work, Education, Law, Business, Medicine; and Section III, Graduate Departments: Public Administration and Urban Affairs.

There is additional general information available within each subject field on graduate study in that field, including financial assistance (though on an across-the-board basis, applying to all students). This information is typically made available through the professional association in each field (e.g., the American Mathematical Society). A comprehensive listing of this information and where to get it appears in Jane Graham, ed., A GUIDE TO GRADUATE STUDY: PROGRAMS LEADING TO THE Ph.D. DEGREE; p.46-51; there is a shorter list (7 fields) in HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES --1969, pp. 38-39.

Note: Also see the last sub-division of Section V for additional information on graduate school assistance available through the federal government.

Some Sources of General Information on Careers*

OCCUPATIONAL OUTLOOK HANDBOOK

The best single source of general occupational information in the U.S. is the OCCUPATIONAL OUTLOOK HANDBOOK: EMPLOYMENT INFORMATION ON OCCUPATIONS FOR USE IN GUIDANCE. Revised every two years and published by the U.S. Department of Labor, the HANDBOOK contains "occupational briefs providing pertinent information concerning occupations in which over 75% of all workers in the U.S. are engaged. Descriptions include the nature of the job, location of employment, training and other qualifications required, employment outlook, earnings and working conditions..." Also included are general observations on occupations and industries, trends in population and employment, and suggested sources of local and other supplementary job information. The HANDBOOK catalogs information under these major occupational divisions: Professional and related; Managerial; Clerical and related; Sales; Service; Skilled and other manual.

The Bureau of Labor Statistics also issues a periodical, OCCUPATIONAL OUTLOOK QUARTERLY, to keep readers up-to-date between editions of the HANDBOOK; and, at irregular intervals, outlook bulletins on particular occupations and items of interest.

The most recent edition of OCCUPATIONAL OUTLOOK HANDBOOK is 1968-1969 (Bulletin No. 1550) and is for sale by the Supt. of Documents, U.S. Govt. Printing Office; Washington, D.C. 20402 [$4.25, paperbound]. It is available in many libraries and placement offices.

OTHER GENERAL INFORMATION SOURCES

College Placement Annual--1969, the official occupational directory of the Regional Placement Associations, provides information on positions customarily offered to college graduates by principal employers across the nation. It is not sold and is available only through college placement offices (and the armed services).

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*Please see note near bottom of page 79.

Write: Asst. Dean Lawrence Johnson; School of Business Administration
Univ. of Massachusetts; Amherst, Mass. 01002
[Feb. 1]

CONSORTIUM FOR GRADUATE STUDY IN BUSINESS FOR NEGROES,
a program sponsored by five cooperating universities:

INDIANA UNIVERSITY

UNIVERSITY OF ROCHESTER

UNIVERSITY OF SOUTHERN CALIFORNIA

WASHINGTON UNIVERSITY (St. Louis)

UNIVERSITY OF WISCONSIN

"The Master of Business Administration [M.B.A.] Program is sponsored by [the above] five universities...Normally, the program of study requires two academic years.

"Each man admitted to the program will receive a fellowship of $2,500 a year for living and personal expenses plus paid tuition.

"Each student will normally participate in a Summer Business Internship between the first and second year of study in the employ of a sponsoring business firm.

"Students may participate in a summer work program, commence their graduate studies, or participate in an eight-week Summer Studies Program on the campus of Washington Univ. in St. Louis during the first summer prior to starting their M.B.A. Program.

"Prior study in the fields of business or economics is not a pre-requisite for admission to this program. An applicant must hold a bachelor's degree from an accredited college or receive the degree prior to entry into the M.B.A. Program, arrange to take the Admission Test for Graduate Study in Business, and be interested in a management career in business." *

Write: Dr. Sterling H. Schoen; Dir., Consortium for Graduate Study
in Business for Negroes; Box #1132 - Washington Univ.;
St. Louis, Mo. 63130
[deadline: Feb. 1, preferably]

By reputation:

CORNELL UNIVERSITY[8]

Write: Dir. of Admissions; Graduate School of Business and Public Admin.;
Cornell Univ.; Ithaca, N.Y. 14850 [Feb. 1]

NORTHWESTERN UNIVERSITY[6,8]

Write: Mr. James F. Filgas; Dir. of Admissions, Graduate School of Business
Northwestern Univ.; Evanston, Ill. 60201 [Mar. 1]

ROOSEVELT UNIVERSITY[8]

Write: Dir. of Admissions; School of Business Administration
Roosevelt Univ.; Chicago, Ill. 60605 [Feb. 15]

TEXAS SOUTHERN UNIVERSITY[9]
Write: Dean of Students; Texas So. Univ.; Houston, Tex. 77004

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*This program is apparently open to men only.

Library Science

Note: Also see Section II on university-wide policies.

Direct:

UNIVERSITY OF CHICAGO

"A brochure is enclosed giving an announcement of scholarship and fellowship funds. [There are approximately 30 fells., 8 schols. annually.]

"One criterion for admission is a combined score on the Graduate Record Aptitude Test of not under 1000.

"Our recruitment efforts consist mainly of mailing brochures and posters to college libraries throughout the country.

"We do not have special tutorial programs.

"The number of Negro students in the student body at present is rather small with just one in residence this quarter and several who are working on their degrees in absentia."

Write: Ruth F. Carnovsky (Mrs. Leon), Dean of Students
Graduate Library School, Univ. of Chgo. Chicago, Ill. 60637
[Feb. 1]

By reputation:

UNIVERSITY OF ILLINOIS[10]

UNIVERSITY OF MICHIGAN[10]

Public Administration, City Planning, etc.

Opportunities in Public Administration, City Planning, and related fields are listed in section III, Graduate Departments: Social Sciences, pp. 22-24.

Other Fields not Specifically Included in Booklet

For a number of professional fields there are no specific listings in this booklet (for example, engineering; journalism; speech; theater; radio, TV and film; mass communications; nursing and health; physical therapy and rehabilitation counseling; pharmacology; dentistry [with the exception of a few entries under "Medicine"]; veterinary medicine; agricultural economics; industrial arts; home economics).

Most of the institutions listed in Section II, University-wide policies, have programs in most of the above fields --see especially the large universities, public and private. Catalogs from these schools should be relied on for information not only on fields in which programs are offered, but for specific information on degree programs, admissions, requirements, etc.

For information in more abbreviated form on programs at universities acress the country, the following two books will be helpful:

Livesey and Robbins, eds., GUIDE TO AMERICAN GRADUATE SCHOOLS; and Graham, ed., A GUIDE TO GRADUATE STUDY: PROGRAMS LEADING TO THE PH.D. DEGREE. (See information on these books in annotated bibliography at the end of Section I, Introduction.)

V. Related Programs and Information*

Graduate Support for Black Veterans

By direct contact:

MARTIN LUTHER KING, JR., FELLOWSHIPS FOR BLACK VETERANS[1]

The Martin Luther King, Jr., Fellowships Program, established by the Woodrow Wilson Foundation, enables black veterans of military service who are eligible for one year's veteran's benefits and who have a college degree to pursue graduate study in any field which could be construed as giving service to the community (e.g., law, education, journalism, library science, social work, business, the ministry, etc.).

The fellowship provides the difference between GI benefits and a $400/month living stipend for a two year period (that is, it guarantees a stipend of $400/month), with the expectation that the graduate school will pay tuition.

Fifty new fellows will be appointed for the 1969-1970 school year.

Write: Mr. Raymond Richardson; Dir., Martin Luther King, Jr., Fellowships
Woodrow Wilson Foundation; 32 Nassau St.; Princeton, N.J. 08540

Post-baccalaureate (Fifth Year) Programs

By direct contact:

Note: There are graduate departments in the liberal arts that offer post-baccalaureate (or fifth year) programs, generally as preparation for graduate study in their department. While most of these are non-degree programs, some allow work done to apply toward degree requirements. It would be a good idea to review entries in the particular field(s) in which you are interested for such information. Other specific programs follow.

POST-BACCALAUREATE FELLOWSHIP PROGRAM

"The Post-Baccalaureate Fellowship Program is designed as one way of overcoming such obstacles as lack of confidence, lack of funds, lack of adequate preparation; [it makes] advanced training possible for promising students, many of whom are Negroes, whose talents might not otherwise be used to the full. . . . A number of fellowships, with related summer programs, [are provided] for students in the liberal arts and sciences and pre-medicine who intend, after earning a Ph.D. degree, to follow careers of college or university teaching and research. . . .

"The college graduate who wins one of these fellowships spends an academic year at one of a small group of liberal arts colleges which have been particularly successful in preparing students for graduate study. (In 1968-69, Fellows studied at Bryn Mawr, Haverford, Kalamazoo, Oberlin, Pomona and Swarthmore.) During that year the Fellow is a full-time student, studying whatever seems necessary to fill gaps in his education and extend it, before he enters a university to study for the Ph.D. or for a professional degree. No degree is awarded at the end of the post-baccalaureate year . . . During the year, the Fellow applies to graduate or professional schools for admission and the necessary financial aid . . .

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*Information on opportunities for minority group members other than blacks is collected at the end of Section V (p.82 ff.)

"Fellowships are awarded on the basis of academic records and personal interviews with candidates and their teachers. . . Each fellowship is for full support for those who need it--room, board, tuition, and fees, amounting in most cases to more than $3000--plus a cash stipend of $400 to $600. To this should be added about $1000 for each Fellow who participates in the summer program."

Write: Dr. William E. Cadbury, Jr., Director
Post-Baccalaureate Fellowship Program
Haverford College; Haverford, Penna. 19041

FIFTH YEAR PROGRAMS FOR PRE-MEDICAL STUDENTS

There are several fifth year programs sponsored by individual medical schools; see listings under Medicine, especially Harvard University, University of Washington, Meharry Medical College and Albert Einstein College of Medicine at Yeshiva University (the University of Michigan has such a program under consideration).

One fifth year program that is national in scope, the Post-Baccalaureate Fellowship Program, "provides general support and fellowships, including summer work, for students interested in medicine." [See entry above.]

FIFTH YEAR PROGRAM IN SOCIOLOGY AND ANTHROPOLOGY--Smith College

"[Smith College has] no graduate program per se. On occasion we accept one or two students who wish to spend a year studying sociology with us and then move on to Graduate School.

"The primary requisites for admission for such special students are interest in the field, a desire for academic enrichment, and potential for study. In addition, we have been particularly interested in students who come from schools where training in sociology is not commensurate with what is offered here." [Scholarship money is available.]

Write: Dr. Ely Chinoy; Professor of Sociology and Anthropology
Smith College; Northampton, Mass. 01060

By reputation:

POST BACCALAUREATE PROGRAM IN CHEMISTRY--Univ. of Kansas[9]

A fifth year program for a limited number of applicants reportedly exists at the Univ. of Kansas to prepare students for graduate work in chemistry at that institution.

Write: Director, Post-baccalaureate (Fifth Year) Program in Chemistry
Dept. of Chemistry; Univ. of Kansas; Lawrence, Kansas 66045

FUND FOR DENTAL EDUCATION SCHOLARSHIPS FOR NEGRO STUDENTS

The American Dental Association has established for 1969-70 ten to twelve 5-yr. scholarships @ $2,500/year (total value of each award: $12,500). Each award is to cover the four years of professional education, plus a prior year which enables the student to complete all of the necessary dental school prerequisites (especially those in the sciences). The first year award for completion of pre-dental education can be done at any time; thus sophomores, juniors, and seniors are eligible to apply (in the last instance, the scholarship would approximate a fifth year program).

Write: Mr. Robert Krag, Fund for Dental Education for Negro Students
Suite 1630; American Dental Association
211 E. Chicago Avenue; Chicago, Ill. 60611 [July 1]

Summer Study and/or Work Programs Preparatory to Graduate Study*

Note: Programs have been set up in many areas of study that combine summer study and/or work experiences (internship) with year-round graduate work. See the Post-baccalaureate Program listing above (this section) and specific entries in each field (Sections III and IV), especially Law (the CLEO Program, most notably), Medicine and Business.

By direct contact:

HARVARD-YALE-COLUMBIA INTENSIVE SUMMER STUDIES PROGRAM (ISSP)--all fields[1]

Spanning all of the liberal arts fields and open to undergraduates from "predominantly Negro" institutions, the Harvard-Yale-Columbia Intensive Summer Studies Program (ISSP) aims at increasing the academic preparedness of promising black students and at motivating these students to continue their study.

ISSP is not a summer program only: enduring relationships between faculty (who are recruited from the three eminent cooperating institutions) and students are encouraged, and an excellent follow-up and graduate school counseling service make staff expertise and contacts available to students on a continuing basis. [Ed. note: This expertise is voluminous; much of the "by reputation" information in this booklet was gained through the generosity of ISSP.]

Participants in the program are sought exclusively from "predominantly Negro" colleges, where nominations are made by faculty and administrators. Nominees must be in their junior year of college. Admission is highly selective; in a recent year, more than four times as many students applied than could be accepted for participation in the program. ISSP has been in existence for several years; scholarship assistance is available. [The U. of Mich. has a similar prog.;see p.75**]

Students should apply to the Dean of Students at their undergraduate colleges and/or

Write: Mrs. Ruth Claus, Associate Director
Harvard-Yale-Columbia Intensive Summer Studies Program
1907 Yale Station; New Haven, Conn. 06520
[deadline Jan. 22]

SUMMER EXPERIENCE IN SOCIAL WORK

"A Summer Experience in Social Work is a paid position in a social agency, provided by the agency to accomplish needed work and undertaken by the student . . . in order . . . to earn money for next year's courses, [and] as an opportunity to test possible interest in social work as a career.

"Opportunities are available in all parts of the country; thousands of students are involved each summer. Summer experiences offered by community-wide Social Work Careers Programs provide not only job experience, but also group meetings on social issues and services, field trips, directed reading and career counseling."

[Excerpted from 1966-67 brochure. In that year, summer programs were held in Miami, Chicago, Indianapolis, Baltimore, Buffalo, New York City, Rochester, Cincinnati, Cleveland, Toledo, Portland (Ore.), Pittsburgh and Dallas. These programs are for all students considering a career in social work. Many cities, however, are especially interested in black applicants; for example, the Chicago program in the summers of 1967 and 1968 accepted a large number of students from Southern Negro colleges. For information about programs across the country, in the summer of 1969,

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*(1) Please see note on p. 73. (2) For info. on general summer job opportunities, see note p. 75. (3) "Summer Jobs in Federal Agencies," (Bull. #414, U.S. Civil Service Commission, Washington, D.C. 20415), is self-explanatory; see esp. p. 37. [final deadline for exam. application: Jan 30]. (4) See summer study program for high school students, p. 80.

Write: Director, Summer Work Experience for College Students
National Commission for Social Work Careers
2 Park Avenue; New York, N.Y. 10016
[deadlines early--in February and March]
[information can often be obtained through the local welfare planning council]

OTHER SOCIAL WORK OPPORTUNITIES

Some national and regional agencies, such as the American Red Cross, the Friends Service Committee, and the Western Interstate Council of Higher Education, sponsor similar summer work programs. Since many local agencies and institutions offer individual opportunities, students should inquire locally at community councils, colleges and universities, social agencies (voluntary and public), & chapters of the National Association of Social Workers (NASW).

Many state departments of welfare also sponsor such programs. Write the state department of public aid (or welfare) for information.

SUMMER RESEARCH PROGRAM IN PRE-MEDICINE--University of Michigan[2]

This program is open during the summer to sophomore, junior, or conceivably uncertain seniors. Research projects are carried out under the guidance of medical school staff in the various departments of the medical school, e.g., anatomy, physiology, genetics, biochemistry, etc. No training in these specialties is required; some college training in chemistry and biology is necessary, however.

The program is designed to give black undergraduates a good look at medical school, medical (biological) research, and general laboratory procedures. A monthly stipend is received by all participants for the period of two to three months, with the exact dates to be arranged.

Write: Dr. James Ranck, Director
Summer Research Program for Negro Undergraduates
Dept. of Physiology; Univ. of Michigan;
Ann Arbor, Mich. 48104

SUMMER INTENSIVE TRAINING PROGRAM IN ECONOMIC THEORY--Cornell Univ.[3]

"The Summer Intensive Training Program in Economic Theory is designed to seek out and give special training to promising Negro students who have the interest, ability and drive to become economics Ph.D.'s. This is not a recruiting program for Cornell; we are delighted to prepare [students] for doctoral work at whatever institution they may choose to attend. . . . We [are] seeking primarily (but not exclusively) juniors, who need not be economics majors (math majors are welcome, if they are ready to seriously consider becoming economists). We have a minimum of red tape, and are not wedded to any one indicator of promise--I did not compute a single grade point average in selecting [last] year's group--but we are concerned to maximize the chances of success, and will be looking for definite signs of promise. Perhaps the single most important characteristic being sought is an ability to master abstract, analytical thinking.

"The Program pays all expenses and in addition gives a stipend in place of summer earnings, which this year [1968] amounts to $550, that the student can take home with him at the end of the summer. . . In addition to a basic core course in theory, each student takes one other course, usually mathematics or statistics, but perhaps economics, philosophy or whatever he happens to need most."

Write: Mr. Thomas Sowell, Coordinator
Summer Intensive Training Program in Economic Theory
Dept. of Economics, Cornell Univ.; Ithaca, N.Y. 14850

FOREIGN AFFAIRS SCHOLARS PROGRAM[10]

"Howard University in Washington, D.C. runs a Foreign Affairs Scholars Program designed to prepare minority group students for foreign service careers. Howard takes about 40 students a year for the summer program, selecting participants on the basis of academic record and interviews. Students in their junior year of college are preferred, although some seniors have been selected.

"Students are assigned to the State Department, the Agency for International Development, and the U.S. Information Agency and in addition to their job assignments are expected to complete reading assignments, write a seminar paper and take the Graduate Record Examination. Approximately 25 of the 40 participants in the program are awarded scholarships for graduate study at the graduate school of their choice".

Write: Foreign Affairs Scholars Program,
Howard University; Washington, D.C. 20001.
[deadline early--Feb. or March]

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[*] In preparing this sub-section and the succeeding ones, I am especially indebted to Mrs. Virginia Frank and the Southern Education Foundation, whose useful booklet, HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969, was the source of many entries. Single copies of HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969 may be obtained free of charge by writing:

Southern Education Foundation
811 Cypress Street, N.E.
Atlanta, Ga. 30308

By reputation:

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION SUMMER PROGRAM[10]

"The American Society for Public Administration has established an internship to give a small number of Negro college juniors a summer of experience in state and local government positions, to attract them to careers in public administration. Internships at higher levels are also available for Negro college teachers in public administration. Seminars and counseling are included in the program."

Write: American Society for Public Administration;
1329 Eighteenth St., N.W.;
Washington, D.C. 20036.

FELLOWSHIP PROGRAM IN URBAN ADMINISTRATION AND PUBLIC AFFAIRS[10]

"The Department of Housing and Urban Development, U.S. Government, will grant fellowships at institutions which offer master's degrees in urban administration and public affairs. This program is not designed specifically for minority group candidates, but many institutions actively recruit Negroes for these fellowships."

Write: American Society for Public Administration;
1329 Eighteenth St., N.W.:
Washington, D.C. 20036

SUMMER PROGRAMS IN LAW

Harvard Law School[10]

"Harvard University Law School sponsors a special summer program to encourage Negro college students to consider a career in law. Participants in the program are nominated by about 25 predominantly Negro colleges. Approximately 40 students are selected each year, generally following their junior year."

Apply through Dean of Students at undergraduate college, or

Write: Mr. Russell A. Simpson; Asst. Dean and Dir. of Admissions
Harvard Law School; Cambridge, Mass. 02138

"Pre-Start" at Emory University School of Law[10]

"Emory University School of Law in Atlanta, Georgia, runs a summer 'pre-start' program for prospective Negro law students who have completed their undergraduate education. The students who take part in this program do not pass ordinary admissions tests, but will be admitted to the Emory Law School if they do well during the summer session."

Write "Pre-Start" Summer Law Program; Emory Univ. School of Law;
Atlanta, Georgia 30322.

ATOMIC ENERGY COMMISSION[10]

"The Atomic Energy Commission in Washington, D.C. has summer internships in research and administration; the Commission gives scholarship support for Ph.D. study after two years service or one internship."

OPERATION CROSSROADS AFRICA[1]

Crossroads Africa was founded in 1957 as a summer work program of technical assistance in (Sub-Saharan) Africa; it "was not founded on the premise of buttressing the status quo . . . [but] is concerned with social change and the potential role of college students in bringing about change . . ." The program seeks to "promote understanding through the kinds of confrontation that result when white Americans, black Americans and Africans work together. . ."

Qualities sought in applicants for the program are "intelligence, integrity, social consciousness and concern" (especially as reflected in a student's interest and social action). The program hopes to attract "student leaders and others with leadership potential."

Crossroads Africa is eager to increase the number of Afro-American participants. Some scholarship assistance is available on a need basis. For information on eligibility (college juniors and seniors, it is believed),

Write: Dir. of Recruitment; Operation Crossroads Africa
150 Fifth Avenue, Room 303; New York, N.Y. 10011
[official deadline Dec. 15]

"HEAD START" AND "UPWARD BOUND" PROGRAMS

Both of these anti-poverty (OEO) programs have summer jobs open to undergraduates; classroom assitants for Head Start (pre-school); and tutors, program aides, etc. in the Upward Bound programs (aimed at high school youth).

Hiring is, of course, on a non-discriminatory basis; local program directors are often eager to recruit minority group college students. Consult directors of local programs, or write the Office of Economic Opportunity, U.S. Government, Washington, D.C. 20506

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*Note: There are a number of books which catalog general summer job opportunities. A particularly useful one is given below; the 80,000 jobs which it lists are turned up through yearly research and include job openings associated with recreation, vacationing, and the need for vacation replacements, as well as summer internship programs. The latter are often set up in anticipation of permanent employment in the field.

SUMMER EMPLOYMENT DIRECTORY OF THE U.S. for 1969 ($4.95, paper)

Write: Mynena A. Leith, Ed.; National Directory Service
P.O. Box 65; Cincinnati, Ohio 45232

Some Graduate Schools with No or Low Application Fees

Note: Be sure to refer to Section I, Introduction: Financial Need and the Application Fee, for options open to students unable to pay several application fees--or even one. To repeat, there is no longer a need for any qualified student to be deterred from applying to graduate school because of economic privation.

The listing below of institutions reported to have no or low application fees is in no sense comprehensive. Others can be found by consulting Livesey and Robbins, GUIDE TO AMERICAN GRADUATE SCHOOLS. Often state institutions do not charge such fees to in-state applicants (residents). Only the asterisked (*) schools have indicated that they have policies favoring black applicants.

INSTITUTIONS REPORTEDLY CHARGING NO APPLICATION FEE:

Cornell Univ.[4, 1]

[There is an application fee at Cornell, but it is reputedly waivable where financial need is demonstrated. This should be checked through correspondence with Cornell.]

**The Univ. of Michigan last year had an intensive Summer Studies Program structured like the Harvard-Yale-Columbia ISSP described on p. 71, (Write Dir., Intensive Summer Studies Program; Univ. of Mich., Ann Arbor, Mich. 48104 for information on opportunities in English and History.

INSTITUTIONS REPORTEDLY CHARGING NO APPLICATION FEE:* (Cont.)

*Federal City College	
*Univ. of Georgia	
*Univ. of Illinois	
*Univ. of Maine	
Univ. of Mississippi[4]	[Reportedly no application fee. General financial aid deadline, March 1]
Univ. of No. Carolina[4]	[Reportedly no application fee. General financial aid dealine, Feb. 1]
Southern Ill. Univ.[4]	[Reportedly no application fee. General financial aid dealine, Feb. 1]
*SUNY at Buffalo[4]	[Reportedly no application fee.]
*Vanderbilt Univ.	Vanderbilt's $5 application fee is waived for applicants to the Opportunity Fellowships Program.
*Univ. of Wisconsin	

INSTITUTIONS WITH LOW (about $5.00) APPLICATION FEES:

City Univ. of New York Graduate Center[4]	Application fee is $4.00. General financial aid deadline, Feb. 1.
Univ. of Louisville[4]	[Application fee is reported to be low]
*Univ. of Michigan	Application fee is $5.00.
San Francisco State Coll.	Application fee is $5.00.
*Vanderbilt Univ.	Application fee is $5.00. Also see entry above under "no application fee."
*Univ. of Washington	Application fee is $5.00.

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*All of the above institutions marked with an asterisk (*) have also reported general policies favorable to black applicants. See the individual entries for these institutions in Section II, University-wide Policies, which include information on where to apply and other relevant data.

Relevant National Sources of Financial Assistance

EDUCATIONAL ASSISTANCE FOR VETERANS AND THEIR DEPENDENTS: 1966 COLD WAR GI BILL[4]

The Veterans Re-adjustment Benefits Act of the 1966 Cold War GI Bill provides assistance to all veterans who have completed 181 days or more of active duty, any part of which occurred on or after February 1, 1955, and who have been discharged with other than a dishonorable discharge.

Veterans can receive one month allowance for each month of service, up to a maximum of 36 months. Awards are based on full- or part-time study and the number of dependents(a veteran with no dependents receives $130/month; with one dependent, $285/month, etc.)

Veterans should apply to the college where they are enrolled, or check with any Veterans Administration office or County Veterans Service Officer.

DOCTORAL FELLOWSHIPS FOR BLACK STUDENTS[10]

"A newly announced Ford Foundation program will fund approximately 40 full-time doctoral candidates who intend to major in the humanities, social sciences or natural sciences and embark on a career of college teaching. Students must not have begun graduate work before application, and must have received an undergraduate degree since 1967. Candidates must arrange for admission to the school of their choice."

Write: Ford Foundation, 320 East 43rd St.;
New York, N.Y. 10017 [Jan. 31--final]

SOUTHERN FELLOWSHIP FUND[10]

"As part of a wider effort to strengthen the faculty and administrative staffs of Negro colleges, the Fund has begun a seven-year program of pre-doctoral fellowships (and some post-doctoral awards), supported by the Danforth Foundation. Those now teaching or intending to teach at such institutions, who have attained graduate status, are eligible," [as well as those applying to graduate school].

Write: Executive Director, Southern Fellowship Fund;
795 Peachtree St., N.E.; Atlanta, Ga. 30308.

JOHN HAY WHITNEY OPPORTUNITY FELLOWSHIPS[10]

"This Foundation has for many years operated a fellowship program particularly for minority group members and other preference groups. Awards are given to students accepted for graduate study at the institution of their choice, on the basis of financial need."

Write: John Hay Whitney Foundation;
111 West 50th St.; New York, N.Y. 10020 [deadline: Jan. 1]

FEDERALLY GUARANTEED LOANS[10]

"The Higher Education Act of 1965 established the program of guaranteed state loans. Basically these are loans issued to students by their local banks with the appropriate state agency guaranteeing full or partial repayment of the loan in case the student defaults. The interest on each guaranteed state loan is not to exceed 6%. The states which do not already have such guaranteed loan programs should have them by the end of 1968.

The federal government will pay the interest charged the student while he is enrolled in school, and 3% of the 6% interest on the unpaid balance after the student graduates or leaves the institution. This federally-subsidized interest payment is applicable only to students with an adjusted family income of less than $15,000 per year.

"Eligibility requirements and application procedures vary from state to state. For more complete and current information, write the appropriate state agency." [Note: Agencies in Southern states are listed in HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969, pp.26-27. For information on how to get this booklet, see p. 75.]

By reputation:

A small regional service oriented toward blacks is run by the periodical, Urban West, which "matches" readers looking for a job with employers drawn from the ranks of magazine advertisers. For information, see Urban West, or write: Editor, Urban West; 593 Market St., San Francisco, Calif. 94105.

. . . IN BUSINESS:

An annual paperback publications which lists general opportunities in business and is free to students and college placement officials throughout the U.S. is Business Careers After College, published by the Princetonian Publishing Co.; 48 University Place, Princeton, N.J. Information is organized by business field: Management, insurance, finance, accounting, etc.

. . . IN EDUCATION:

Ascus, an annual publication, lists general teaching opportunities by region in elementary and high schools as well as some colleges. Advertisements in the directory from interested school districts give additional information. The directory is published by ASCUS Communication and Services Center; 14 E. Chocolate Ave.; Hershey, Penna. 17033

. . . IN SOCIAL WORK:

Most Northern metropolitan departments of public welfare are actively recruiting case workers and other personnel from minority groups. Two that are known to do so are New York City and Chicago; when writing, it might be a good idea to mention that you heard of that agency through this booklet.

Write: Personnel Director; New York City Dept. of Welfare;
New York, N.Y. 10013

and/or Mr. Kenneth Geis, Chief Recruitment Officer
Cook County Department of Public Aid
318 W. Adams Street; Chicago, Ill. 60606

. . . IN ANTI-POVERTY AGENCIES:

The Office of Economic Opportunity hires college graduates for a number of programs: Vista, the Job Corps, Head Start, Upward Bound, etc. The National Teachers Corps hires teacher-interns who teach children of poverty while also pursuing a master's degree program [Natl. Tchrs. Corps deadline: May 31]. For info. on all OEO programs, write: Office of Economic Opportunity; 1200-19th St., N.W.; Washington, D.C. 20506.

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*Information alluded to in this (careers) section refers to across-the-board opportunities, not those especially earmarked for Afro-Americans.

Information on Opportunities for Black College and High School Students

Note: Many of the summer programs listed above ("Summer Study and/or Work Programs Related to Graduate Study," pp. 71-75) are open to undergraduates as well as graduating seniors.

Several national scholarships in pre-dental and dental education are available to sophomores and juniors as well as graduating seniors; see entry at bottom of page 70.

Some college opportunities designated for members of minority groups other than Afro-Americans are listed on p. 82ff.

Much more information can be gained by consulting the two booklets described below. Though neither report intends to be comprehensive, both are useful collections of current (1968) information on existing programs which should be helpful to those working with college and/or college-bound high school students. (Also see summer program listed below,**)

HIGHER EDUCATION FOR "HIGH RISK" STUDENTS

HIGHER EDUCATION FOR "HIGH RISK" STUDENTS was prepared in April, 1968, by John Egerton, of the Southern Education Reporting Service, for the Southern Education Foundation (SEF).

Mr. Egerton, who writes for Southern Education Report, describes in some detail programs for disadvantaged college students at twelve public and seven private institutions. In addition, he has compiled (from the returns--and non-returns--to the questionaire which he sent out) lists of:

*86 undergraduate institutions reporting some involvement in higher education programs for "high risk" students;

*76 colleges and universities reporting no involvement in programs for the disadvantaged (a number indicated that they are planning programs); and

*53 institutions to whom questionnaires were sent but who did not respond.

In addition to this particular data, the booklet includes some excellent general remarks on higher education for the "disadvantaged," which should be of interest to colleges and universities as well as those preparing students for college.

Additional single copies of Mr. Egerton's booklet may be obtained free of charge from either:

Southern Education Reporting Service
P.O. Box 6156; Nashville, Tenn. 37212, or:

Southern Education Foundation
811 Cypress St., N.E.; Atlanta, Ga. 30308.

Bulk orders may be placed with the Southern Education Foundation at 50¢ per copy.

HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969

Material for this booklet (also published in 1968 for the Southern Education Foundation) was compiled by Mrs. Virginia Frank, a staff member of the Foundation. HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969 is a compilation of particular information relevant to both college and high school students. Data in the pamphlet is collected in the following categories:

*Programs to prepare students for college
*Assistance with college admission
*College admissions procedures
*Types of financial aid for college
*Bibliography of guides to financial aid
*Information about careers and support for graduate study.

**"Washington Workshops" offers five 2-week study-seminar programs for American high school students interested in learning firsthand of the workings of their government. Included are: residence on a Wash.,D.C., college campus, seminars with college faculty, and daily discussion meetings with members of the U.S. Congress and federal officials. Cost (incl. travel): (cont'd., p. 83)

Single copies of HIGHER EDUCATION OPPORTUNITIES FOR SOUTHERN NEGROES--1969 may be secured free by writing to:

Southern Education Foundation
811 Cypress St., N.E.; Atlanta, Ga. 30308

GRADUATE: Opportunities for Members of Other Minority Groups

The scope of this booklet should justify such a title as GRADUATE OPPORTUNITIES FOR MINORITY AMERICANS--and, hopefully, some day it will. At this early stage, however, the focus has been on opportunities for black Americans.

Nevertheless, many of the opportunities cataloged here apply generally to minority group members rather than to black Americans alone. A few programs are specifically designated for groups in addition to Afro-Americans (e.g., Puerto Rican-Americans, Mexican-Americans, American Indians).

Although the following listing is not comprehensive even in terms of the material within the present booklet, it does identify some programs that apply to other groups:

Field	Institution	Designation of Program
All (univ.-wide)	Univ. of Iowa	Students of "disprivileged" backgrounds [general minority category]
" " "	Michigan State Univ.	Disadvantaged [general]
" " "	Univ. of Michigan	Students from economically or culturally deprived backgrounds
" " "	Vanderbilt Univ.	[general minority category]
" " "	Univ. of Washington	"students of disadvantaged background"
" " "	Yale Univ.	"black and other minority group applicants"
" " "	Brown Univ.	"Members of minority groups or others who have not had the opportunities generally open in our society"
" " "	Univ. of Calif., Los Angeles	Negro Americans and Mexican-Americans (especially from California)
All (though only a few fields have master's programs; see p. 2)	Federal City College	Admission is by lottery; Washington, D.C., students have been given preference.
Law	CLEO Program	Spanish-speaking Americans and American Indians as well as Afro-Americans,
"	Univ. of Chicago	[general]
"	Univ. of Illinois	[general]
"	Southern Meth. Univ.	Includes Spanish-Americans.

Social Work	Univ. of Calif., Berkeley	[general]
" "	Fordham Univ.	Opportunities for Puerto Rican-Americans are specified.
Public Admin.	Syracuse Univ. (Maxwell School)	"Negroes and other minorities"
Theology	Hartford Seminary Foundation	"...welcomes candidates of all racial and religious heritages."
"	San Francisco Theological Seminary	[general]
Medicine	Harvard Univ.	[general]
"	Univ. of IOwa	[general]
Education, Psychology	Western Washington State College	[general]
Post-baccalaureate Fellowships Prog.	Haverford College	"Promising students operating against such obstacles as lack of confidence, lack of funds, lack of adequate preparation, whose talents might not otherwise be used to the full."
Foreign Affairs Scholars Program	Howard Univ.	"Minority group students"

INFORMATION SOURCES ON OPPORTUNITIES FOR PARTICULAR GROUPS:

Puerto Rican-Americans*

Information on opportunities available to graduate and undergraduate students of Puerto Rican-American descent can be obtained from the following sources:

Commonwealth of Puerto Rico
322 W. 45th St.; New York, N.Y.
Mr. Joseph Monserrat, Dir. of the Division
[reputedly a good source of information for students across the country; in addition, info. on opportunities available to New York area residents of Puerto Rican descent. Puerto Rican-Americans who live in other major urban areas should check, if possible, with the Puerto Rican Commonwealth in their city for info. on special local scholarships (e.g., the Commonwealth in Chicago has an allotment of 20 four-year undergraduate scholarships to the Univ. of Puerto Rico)]

University of Puerto Rico
Ponce de Leon/ 38
Rio Piedras, Puerto Rico

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*Most of the information was kindly provided by Mrs. Mirta Romerez, Director of the Chicago branch of ASPIRA. The Puerto Rican Commonwealth in Chicago was also helpful.

Department of Education
Calle Vela/ 35-1/2
Hato Rey, Puerto Rico

Teachers Association
Ponce de Leon Avenue/ 33
Hato Rey, Puerto Rico

The following organization, which originated in the New York City Puerto Rican-American community around 1960, should be consulted for information on opportunities for Puerto Rican-Americans from junior high school through adulthood (without much emphasis, however, on graduate study).

ASPIRA
natl. headquarters: ASPIRA; 296 Fifth Avenue; N.Y., N.Y. 10001
Mr. Luis Nuñez, Executive Director, or
Attn.: Mr. Santiago, Scholarships & Loans

Other ASPIRA headquarters are currently being established (with the aid of Ford Foundation funds) in Philadelphia, Penna.; Newark, N.J.; Buffalo, N.Y.; and Chicago, Ill. The organization hopes to have centers in many other cities within a relatively short time.

Chicago headquarters: 1045 N. Ridgeway; Chicago, Ill.
Mrs. Mirta Romerez, Director

[Mrs. Romerez has information on special programs for which Puerto Ricans in Illinois are eligible at the Univ. of Illinois, Chicago Circle Campus; Northern Illinois Univ., DeKalb; and the Univ. of Illinois at Urbana. A program available to Puerto Rican-Americans from across the country is being set up in the college at the Univ. of Pittsburgh by Dr. Donald Smith.]

ASPIRA does not give scholarships directly; it does try to put students in touch with existing economic opportunities (state, federal, university, etc.) and to motivate them to "aspire." Although the organization concentrates its energies on high school students, it has a number of other programs: the Aspira Club develops community leadership by encouraging interest in and commitment to dealing with community problems; through Parents Federations, Puerto Rican-American parents learn about the local school system and the situation of the Puerto Rican student in the community--and what they can do about it; the Godmothers of Aspira (usually mothers whose children are grown) raise emergency funds for students whose education otherwise might be interrupted by a crisis situation. The newest program, the Guild, is made up of 7th and 8th graders and formed around a Puerto Rican professional and his work; through the association, the children learn of that work and of possible careers for themselves (e.g., a Puerto Rican doctor involves youngsters in hospital tours, observation of medical work in progress, etc.).

Note: Additional information on opportunities available to Puerto Rican-Americans can be found in the following sub-division on Mexican-Americans, and at the end of Section V, under the general (U.S. government) category.

(cont'd. from p. 80) about $270; some $100 scholarships are available.
Write: Admissions Dir., Washington Workshops;
Suite 834, Munsey Bldg.; Washington, D.C. 20004.

Mexican (and other Latin) Americans*

Note: Other relevant information can be found at the end of Sec. V, under the general (U.S. government) listing.

The following is a list of information sources for graduate and undergraduate opportunities of national scope that are available to Mexican-Americans. Cases in which opportunities are available to other Latin American groups as well as to Mexicans will be marked **.

League of Unified Latin American Citizens (LULAC)
1131 W. Donovan; Houston, Texas 77018
Write: Mr. Roberto Ornelas, President; or Chairman, Scholarship Committee
[The above address is the national headquarters of LULUAC, a Mexican-American self-help organization which has some local centers around the country in areas of high Mexican American concentration, and is in the process of establishing more.]

Pan American Union**
Washington, D.C.
[The Pan American Union, which has local "Councils" as well as a national headquarters, serves largely Central and South Americans.]

United Scholarship Service
941 E. 17th St.; Denver, Colo. 80203
Write: Miss Tillie Walker, Director
[About 75% of this organization's services go to American Indians, the remaining 25% to Mexican-Americans. See entry under American Indians for more information.]

Inter-Agency Committee on Mexican-American Affairs
1800 "G" Street, N.W.; Washington, D.C. 20506
Write: Mr. Vincente T. Ximenes, Chairman
[The Committee is a coordinating agency of the federal government and has information on awards for which Mexican-Americans (among others) are eligible.]

Mexican-American Affairs Unit
Office of Education
Department of Health, Education and Welfare
400 Maryland Avenue, S.W.; Washington, D.C. 20202
Write: Dr. Armando M. Rodriguez, Chief
[Also a unit of the federal government which compiles information on opportunities for Mexican-Americans. One Office of Education staff member said that Puerto Rican-Americans were also included.]

Year-round graduate opportunities in Latin American Studies can be found on pp. 30-31.

A six-week Summer in Mexico program is available to all Americans for undergraduate or graduate credit at the University of the Americans in Mexico City; the focus is on Mexican culture and the Mexican way of life. Minimum estimate of expenses (incl. tuition, room, board, travel, etc) is $500-$600; some scholarships (up to $100) are available, as well as NDEA loans.

Write: Dr. Paul Hatcher; Chr., Comm. on Admission to "Summer in Mexico"
Western Kentucky Univ.; Bowling Green, Ky. 42101
[June 1]

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*Most of the information in this sub-division was provided through the courtesy of Mr. Henry Romero, Special Foreign Language Consultant to the Board of Education; 228 N. La Salle St.; Chicago, Ill. 60601

In addition to the national listings above, many local groups furnish valuable information, especially in locations populated by relatively large numbers of Mexican Americans: the states of Texas, Arizona, New Mexico, Southern California, Florida (Dade County), and a number of urban areas.

The following listing of organizations in Chicago which sponsor &/or have information about opportunities for Mexicans is meant to be suggestive only; it includes community self-help, church, local and state government, business and professional agencies, as well as newspapers.

LULAC--Knights of Columbus--Mayor's Committee on Human Relations and New Residents--G.I. Forum--ADELANTE (Assoc. of Mexican-American Educators [ADELANTE means "forward"])--Azteca Lions Club--Mexican Civic Committee--Spanish Association for Better Schools--Mexican American Community Committee of So. Chgo.--Our Lady of Guadelupe Parish--Mexican-American Patriotic Committee--Pan American Council of Chicago--State Commissioner on Human Relations and Educational Matters--Illinois Migrant Council--Mental Health Clinic(s)--Board of Education: Asst. Supt. in charge of Community Relations--[local colleges and universities, esp. Roman Catholic] [influential professionals (lawyers, judges, doctors, etc.) of Mexican descent]--El Informador (Spanish language weekly).*

American Indians**

Note: Other relevant information can be found at the end of this section under general (U.S. government) information.

National organizations providing services and/or information about graduate and undergraduate opportunities for Indian students are:

United Scholarships Service
941 E. 17th St.; Denver, Colo. 80203
Write: Miss Tillie Walker, Director

[A private organization founded some ten years ago, the United Scholarship Service now is buttressed by an HEW grant under the Talent Search Program. About 75% of its services are distributed to American Indians, the other 25% to Mexican Americans; they are in the area of counseling as well as funding. United Scholarships Service functions mainly as a link between American Indian students and the colleges to which they aspire. In addition to the national headquarters, there are four regional offices:

Chicago, Ill.--1630 W. Wilson Ave.; Chicago, Ill. 60640
Mr. Wesley Martin, Director

Washington, D.C.--522-21st Street, N.W. (20006)
Miss Linda L. Bernal, Director

Harlan, Montana

Rapid City, South Dakota

Bureau of Indian Affairs (BIA)
1951 Constitution Ave., N.W.; Washington, D.C. 20242
Write: Information Officer or Indian Education Office

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*Persons of Mexican-American descent living in the Chicago area may secure a complete list of these opportunities (including information on who is eligible, whom to write, type of services provided, etc.) by writing to Mr. Romero (see footnote on preceding page).

**Mr. George D. Scott, a graduate student in sociology at the University of Chicago who is engaged in research on Indian education, and Mr. Wesley Martin, of the United Scholarships Service Chicago office, generously provided this information.

[The Bureau of Indian Affairs has for some years provided counseling and "contact" services as well as financial support for American Indian students in higher education. The BIA provides funds to be used toward tuition, room, board and other expenses; the number of Indian students receiving these awards has increased markedly in recent years (esp. since 1964). A recently inaugurated policy enables the BIA to help support students attending private as well as public universities (formerly it was the latter only). However, since the award is a "flat" (fixed) grant, an indirect pressure is exerted upon the student to select a less expensive (i.e., state) school--unless he receives supplementary financial aid from another source. Assistance of this type also has become increasingly available in the last few years (see very partial listing of interested colleges below). The Bureau of Indian Affairs maintains some regional offices throughout the country as well as the central one listed above.

National Congress of American Indians, Room 1019
1346 Connecticut Ave., N.W.; Washington, D.C. 20036

Information is often available from local as well as national sources, although it is sometimes harder to come by. In addition to the regional offices of national organizations referred to above, other groups should be sought out for information, especially in areas with fairly large Indian populations: for example, North Dakota, South Dakota, Minnesota, Wisconsin, Montana, Oklahoma, New Mexico, Arizona, Colorado, North Carolina and major cities. One example of such an organization which exists in a number of locations:
American Indian Center.

A private organization serving the state which is said to send more American Indians to college than any other is:

Oklahoma Indian Opportunities (OIO)
Norman, Oklahoma
Write: Mrs. Fred Harris, President
[Mrs. Harris is the Senator's wife.]

Some universities that historically have tended to attract relatively large numbers of American Indian students are:

- Univ. of Minnesota
- Univ. of Wisconsin
- Univ. of New Mexico
- Arizona State Univ.
- Univ. of Arizona
- Univ. of Montana
- Univ. of Colorado
- Univ. of Oklahoma
- Oklahoma State Univ.
- Northeast Oklahoma State Univ.
- Southeast Oklahoma State Univ.
- Oklahoma City Univ.
- Oklahoma Baptist Univ.
- Bacone College (Okla.)

It has been said that a sizable number of Indian graduates simply have stayed at their undergraduate college for graduate study. However, hard data on this subject and on specific colleges and universities that are actively recruiting students of American Indian descent remains to be collected in a systematic way. Undoubtedly among a number of others, such a listing would include Southern Illinois, Roosevelt, Sarah Lawrence, Amherst, Dartmouth, Yale, M.I.T., Princeton, Harvard, and Wesleyan (Coneticut).

A number of American Indian clubs have sprung up on various Oklahoma campuses; last year a conference of American Indian students attending institutions in the Northeast led to the formation of ONAS, the Organization of Native American Students. (The American Indian designation was avoided because Alaskan delegates felt that the term excluded them.)

Two General Information Sources on Opportunities Available to "Disadvantaged" Students from any Group*

Note: A number of opportunities available to members of diverse minority groups are scattered throughout Section V: check the Table of Contents and skim this section for relevant material.

Generally speaking, minority groups other than blacks in the United States are less well organized and have had fewer opportunities earmarked for them; at this moment, most "forgotten" of all are perhaps whites who are economically deprived. There are two brochures that catalog opportunities available to all of these groups (as well as other Americans); they are available through the U.S. Office of Education.

Write: Division of Student Financial Aids
U.S. Office of Education
7th and "D" Streets, S.W.: Washington, D.C. 20202

(1) Aids to Students, published in 1966 by HEW, describes every educational program administered by the Department of Health, Education, and Welfare.

(2) A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for U.S. Citizens (publication date: Sept., 1968) includes awards on both undergraduate and graduate levels. It was prepared by the Office of Scientific Personnel of the National Research Council and can be secured through the Office of Education address above or by writing directly to:

Fellowship Office; National Research Council
2101 Constitution Avenue, N.W.; Washington, D.C. 20418.

The Office of Education is a good source of information on vocational and technical as well as professional education. The Office can be contacted at the address above or through one of its nine regional offices. When contacting a regional office, use the relevant address from below, and in all cases write to:

Regional Asst. Commissioner; Student Financial Aid Program;
U.S. Office of Education

Region	Address; states included
1	John F. Kennedy Fedl. Bldg. Govt. Center; Boston, Mass. 02203 [Conn., Maine, N.H., Vt., R.I. & Mass.]
2	Room 1005; 26 Federal Plaza; New York, N.Y. 10007 [N.Y., Penna., N.J., Dela.]
3	220 Seventh St., N.E.; Charlottesville, Va. 22901 [Wash.D.C., Ky., Md., N.C., Va., W. Va. Virgin Isl. & Puerto Rico]
4	Room 404; 50 Seventh St., N.E.; Atlanta, Ga. 30323 [Ala, Fla., Ga., Miss., S.C., & Tenn.]
5	Room 406; 226 W. Jackson St., Chicago, Ill. 60606 [Ill., Ind., Mich., Ohio & Wisc.]
6	601 E. 12th St.; Kansas City, Mo. 64106 [Iowa, Kan., Minn., Mo., Nebr., S.D. & N.D.]
7	1114 Commerce St.; Dallas, Texas 75202 [Ark., La., N.M., Okla. and Texas]
8	901 Fedl. Office Bldg.; 19th & Stout St.; Denver, Colo. 80202 [Colo., Idaho, Utah, Mont., & Wyo.]
9	Fedl. Office Bldg.; 50 Fulton St.; San Francisco, Cal. 94102 [Alaska, Ariz., Cal., Hawaii, Ore., Wash., Nev., Guam, Am. Samoa]

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*Mr. Clark Chipman, of the Office of Education's regional office in Chicago, was the source of this information.

APPENDIX*

INFORMATION ON GRADUATE SCHOOLS OR DEPARTMENTS WITH POLICIES FAVORABLE TO BLACK APPLICANTS

________________________ [INSTITUTION]

________________________ [FIELD]

________________________ [Contact]

________________________ [Title]

________________________ [Institution]

________________________ [Address]

________________________ [zip]

/ / [date]

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Information on interest in black applicants:

(Availability of scholarship funds; criteria for admission [e.g., emphasis on potential, motivation and over-all record cf. on standardized test scores]; recruitment efforts; waiver or deferment of admission fee; tutorial or other special programs; number of Negro students in student body, etc.)

Note: This information is to be made available to counselors and Woodrow Wilson Interns at predominantly Negro colleges in the South and at other institutions having a number of Negro students.

Please send to:
Julie Paynter
6753 S. Chappel Ave.
Chicago, Ill. 60649

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*This is a copy of the form which was mailed to and returned by those graduate institutions listed in the booklet "by direct contact." All of the information was collected between September and December, 1968.